

**THE INFLUENCE OF USING DICTATION COMPOSITION (DICTO-COMP)
TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING
ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF
MTs. HASANUDDIN TELUK BETUNG BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

By

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LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING DICTATION COMPOSITION (DICTO-COMP) TECHNIQUE TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs. HASANUDDIN TELUK BETUNG BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

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Writing is one of language skills that should be mastered by the students. In writing paragraph we can deliver information. The students' writing skill of MTs. Hasanuddin Teluk Betung is still low especially in writing recount text. To solve this problem the writer applied dicto-comp technique. Dicto-comp technique is a technique for practicing composition, in which the teacher reads a passage and then the students must write out what they understand and remember from the passage, keeping as closely as possible to the original but using their own words where necessary. The objective of this research was to know the influence of using dictation composition technique towards students' recount text writing ability at the first semester of the eighth grade at MTs. Hasanuddin Teluk Betung in the academic year of 2017/2018.

The research methodology was quasi experimental design. The population of this research was the eighth grade students at the first semester of MTs. Hasanuddin Teluk Betung. The sample was chosen by using cluster random sampling technique. The writer chose class VIII B as the experimental class, and another one class VIII A as control class of this research. There were three steps in conducting this quasi-experimental research; pre-test, treatment, and post-test. The treatment held in three meetings in which 2x40 minutes for each class. The writer used pre-test and post-test to find out students' recount text writing ability before the treatment and after the treatment. In collecting, the researcher used writing test to collect the data.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at first semester of the eighth grade of MTs. Hasanuddin Teluk Betung Bandar Lampung in the academic year of 2017/2018.

Keywords: Dictation Composition, Recount Text Writing ability, Quasi Experimental Design



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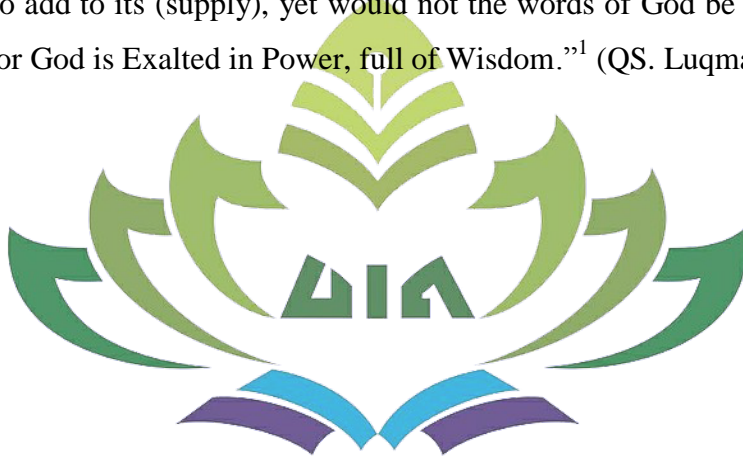


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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْحَارٍ مَا نَفِدَتْ
كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of God be exhausted (in the writing): for God is Exalted in Power, full of Wisdom.”¹ (QS. Luqman : 27)

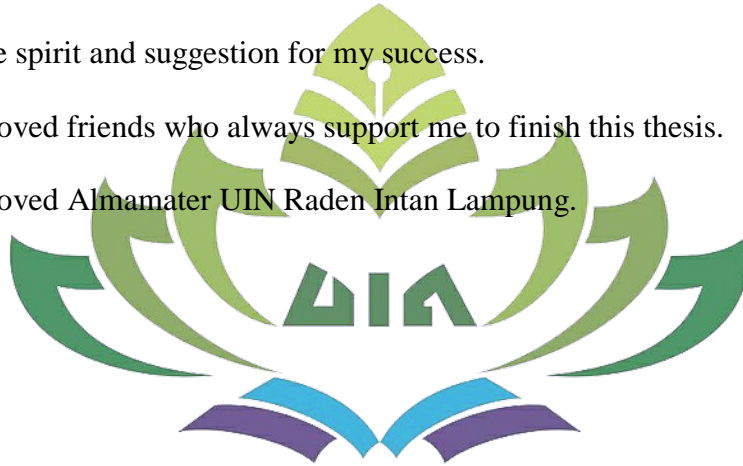


¹Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p.145

DEDICATION

This thesis is dedicated to:

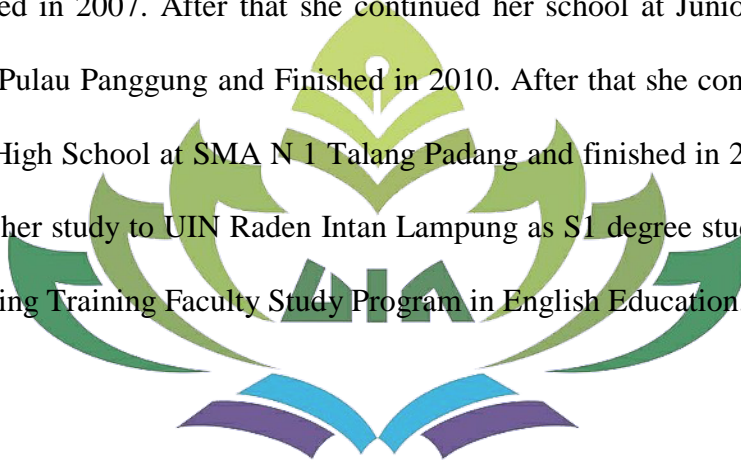
1. My beloved parents, my father Samsul Asri and my great the late mother Hikmawati who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved brother Hengki Andika and my sister Ade Hayatun Nufus who always give me spirit and suggestion for my success.
3. My beloved friends who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the writer is Arin Rama Saputri. She was born on February 16th, 1995 in Gunung Megang Tanggamus. She is the second child of three children of a lovely couple Samsul Asri and Hikmawati (Almh). She has one sister, her name is Ade Hayatun Nufus and one brother, his name is Hengki Andika.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled The Influence of Using Dictataion Composition (Dicto-Comp) Technique Towards Students' Recount Text Writing Ability at The First Semester of the Eighth Grade of MTs. Hasanuddin Teluk Betung Bandar Lampung in the Academic Year of 2017/2018 is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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Finally, the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2018
The Writer,

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important for our life. Language is a tool of communication to communicate between one to another. All people need language to communicate. Language is a systematic, used for communication, operating in a speech community or culture, acquired by all people in much the same way. Language and language learning both have universal characteristics.¹ It means that language is a system of communication, as humans' speech and culture, and also is important for them because without language, the human cannot interact perfectly as human being, using language people can interact, exchange their ideas, thought and feeling with other people.

In this global era, English is as a tool of communication which provides people whole of the world to communicate each other in order to interact and cooperate successfully and for gaining more information and knowledge about many aspects. According to Harmer, many people learn English because they think it will be useful in some ways for international communication and travel.² It means that if one nation wants to communicate with others nations, they use English an international language. In other words, English is very important for dissemination of information around the world.

¹ H.Douglas Brown, *Principle of Language Learning and Teaching* (5th Ed) (California: Addison Wesley Longman, 2000), p.6

² Jeremy Harmer, *How to Teach English*, (China: Longman Pearson, 2007), p. 99

There are four skills in English that must be mastered by the learners, namely; listening, speaking, reading, and writing. One of the important language skill is writing skill, it can be seen obviously in daily life that through writing people can produce a letter, an application letter, a diary book and a thesis.

Writing is one of the skills to be achieved in English language learning. It is the skill of a writer to communicate information to a reader or group of reader. The skill also realized by ability to apply the rules of the language is writing to transfer the information in mind to reader effectively. So, writing is not an easy subject, because it is not only transcribing language in written symbols but also thinking process. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.³ He also said writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind.⁴

Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because by using writing we can express our ideas, feeling, or share information with the readers.

³ Jeremy Harmer, *How to Teach Writing*, (4th Ed) (Edinburgh Gate: Longman, 2007), p.31

⁴ *Ibid.*

In writing process, the students should have interesting ideas in their mind or experience. One important thing, they must prepare what they want to say and think more about the topic before they start to write. In relation to this idea, Brown said that writing needs a thinking process.⁵

In this research, the researcher chose recount text writing to do a research. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of the recount text is to give the audience a description of what happened and when it happened. It means that recount text is retells the events that have occurred in the past. According to Knapp and Watkins, recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.⁶

The objective of teaching recount text is that the students can express their ideas, thoughts, opinion, and feeling through written form. The students often find difficulties to express their ideas in words or sentence. When their teacher is asking them to make well composition of recount text, they often get confused to express their ideas in written form. That is why the teacher has to be able to use the best or appropriate technique to teach recount text.

⁵H. Douglas Brown, *Teaching by Principles*, (2nd Ed) (San Francisco: New Jersey, 1994), p.33

⁶Peter Knapp and Megan Watkins, *Genre, Text and Grammar*, (Sidney: University of New South Wales, 2005), p.223

In the preliminary research at the Eighth Grade Students at the MTs. Hasanuddin Teluk Betung, the researcher has interviewed Mrs. Elviati, S.Pd as the English teacher about the students' capability in mastering English, especially about their recount text writing. She said that the students' ability in recount text writing is still low, because they do many errors in grammar when they produce new sentences, they could not write well because they did not have grammar, knowledge and vocabulary enough and the students are difficult to express their ideas, she said too, that the students less interest about writing.⁷

Furthermore, based on the interviewed with English teacher of eighth grade there about the criteria of the score in writing ability, the score taken based on content, organization, vocabulary, language and mechanics by Tribble.⁸ (See appendix 3). Based on the data obtained by writing test from the students of the eighth grade at MTs. Hasanuddin Teluk Betung, There were two classes and standard of criteria is 68. As from 42 students of VIII grade only 15 students (35.71%) got score above criteria and 27 students (64.28%) got score under criteria. It can be said that students' writing ability in MTs. Hasanuddin Teluk Betung is still low.

In addition, the researcher also got information about the students' writing ability by giving questions to students of the eighth grade. The students said that they felt happy when study English but some of them felt lazy and sleepy to learn English, especially

⁷ Elviati, An English Teacher of MTs. Hasanuddin, Teluk Betung, *An Interview*, February 8th 2017, unpublished

⁸ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130-131

writing. Consequently, the researcher thinks that the teacher must have new technique in learning teaching process in order to the students can be more easier, interest, and active to develop their ideas especially in recount text writing. In teaching English especially recount text writing the teacher uses brainstorming technique. In this research the writer chooses dicto-comp technique to teach recount text writing ability.

There are several previous studies that relevant to this research as follows:

Febriyanti, discusses about “The Effect of Using Dicto-comp Technique toward Writing Ability in Narrative Paragraph at the First Year Students of State Senior High School 2 Bangkinang Barat of Kampar Regency ”, the result showed that there was a significant effect of using dicto-comp technique toward writing ability in narrative paragraph. students’ writing ability in narrative paragraph taught by using dicto-comp technique is higher than students’ taught without using dicto-comp technique, it can be seen through score from pre-test to post-test of control group increased 3.66 or 7% only and score from pre-test to post-test of experimental group increased 12.87 or 24%. There is any significant effect of using dicto-comp technique toward writing ability in narrative paragraph at the first year students of State Senior High School 2 Bangkinang Barat of Kampar Regency. It can be seen that obtained is bigger than ttable with $df=45$. In $t_o= 4.418$ is bigger than $t_t= 2.02$ (at level 5%) and $t_t= 2.69$ (at level 1%); $2.02 \leq 4.418 \geq 2.69$, it means that H_a is accepted and H_o is rejected.⁹

⁹ Febriyanti, *The Effect of Using Dicto-Comp Technique Toward Writing ability in Narrative Paragraph*, English Study Program, (Pekanbaru: Sultan Syarif Kasim Riau State Islamic University), 2013

Krisnanda, discusses about “The Effect of Using Dicto-comp Technique in Teaching Narrative Writing on the Students’ Writing Achievement” the result of this study showed the there was a significant in students’ narrative writing achievement by using dicto-comp technique.¹⁰

Afifah, discusses about “The Implementation of Dicto-comp in Teaching Writing Narrative Text for Eleventh Grade Students” from the result of the observation showed that the implementation of dicto-comp technique in teaching writing was god and run well. Meanwhile the students composition analyzed also showed good result. The result showed that this technique was helpful and useful for the students in writing activity.¹¹

Based on the previous research above, the researcher interested to analyse dicto-comp toward recount text writing ability, the researcher purpose the use of Dictation Composition (Dicto-Comp) as an alternative technique that can be used for teaching English especially for teaching recount text because, dicto-comp not only requires the students listen but also write. Finally, the researcher entitled this research: The Influence of Using Dictation Composition Technique Toward Students’ Recount Text Writing Ability at The Eighth Grade of The first Semester of MTs. Hasanuddin Teluk Betung Bandar Lampung in 2017/2018 Academic Year.

¹⁰Krisnanda, *The Effect of Using Dicto-comp in Teaching Narrative Writing on the Students’ Writing Achievement*, English Study Program, (Surabaya: Widya Mandala University), 2004

¹¹ Afifah, *The Implentation of Dicto-comp Technique in Teaching Writing Narrative text for Eleventh Grade Students* , English Study Program, (Surabaya: State University Surabaya) , 2006.

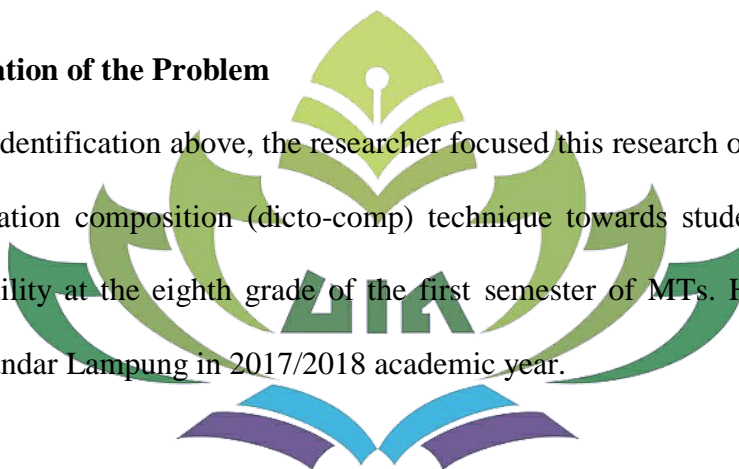
B. Identification of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students' recount text writing is low.
2. The students have difficulties in writing, especially recount text.
3. The students less interest about writing.

C. Limitation of the Problem

From the identification above, the researcher focused this research on the influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at the eighth grade of the first semester of MTs. Hasanuddin Teluk Betung Bandar Lampung in 2017/2018 academic year.



D. Formulation of the Problem

Based on the background above, the problem that came up in this research was formulated as follow: “Is there a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability?”

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability or not.

F. Uses of the Research

After doing the research, the writer expects that the result of this research will be:

1. Theoretically, the result of the research is expected to be used to support the theory which was explained in the next chapter about increasing students' writing ability to participate in writing through dictation composition (dicto-comp) technique in eight grade of junior high school.
2. Practically, the result of the research may become new information to English teacher about how to increase students' ability in writing by using dictation composition (dicto-comp) technique.

G. Scope of the Research

1. Research Subject

The research subject was the students at the first semester of the eighth grade of MTs. Hasanuddin Teluk Betung.

2. Research Object

The research object was the influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability.

3. Research Place

The research was conducted at MTs. Hasanuddin Teluk Betung.

4. Research Time

The research was conducted at the first semester in the academic year of 2017/2018.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

Brown states that Learning EFL, that is, English in one's native culture with few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan), may at first also appear to be easy to define.¹ It means that learning EFL is learning English for learners in one's native culture to give the chance using language within the environment of that culture.

Broughton, *et.al.* state that English, as a world language, is taught among others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.² It means that English as a world language is taught in schools. It is not only taught in the school that English as foreign language but also in the school that English as second language.

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed.), White Plains, Longman, 2006, p. 205

² Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2th Ed.), New York, Routledge, 1980, p. 7

According to Harmer, English as foreign language tend to be learning so that they can use English when travel or communicate with other people from whatever country who also speak English.³ English also as an international language is learned by many people all over the world. It has big influence to the human life, by using foreign language students can communicate and interact with other countries in the world.

Based on the explanation above, the writer concludes that learning EFL is learning English for learners in one's native culture to give the chance using language within the environment of that culture and learning English is also taught in schools. By using foreign language students can communicate and interact with other countries in the world.

2. Concept of Writing

There are many theories of writing. According to Brown writing is production mode for learning, reinforcing, or testing grammatical concepts.⁴ It means that writing is a skill to learn how to produce sentences well that appropriate with grammatical concept. Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁵ It means that writing is a skill that explore the idea, opinion and thinking by writing.

³ Jeremy Harmer, *How to Teach English* (Edinburgh Gate: Longman, 2007), p.12

⁴ H.D. Brown, *Teaching By Principle, An Interactive Approach to Language Pedagogy*, New Jersey Hall, 2001, p.344

⁵ Ann Raimes, *Technique in Teaching Writing*, (London: oxford American English.1983) p.3

Writing involves the encoding of a message for some kind: that is we translate our thought into language.⁶ It means that writing is a mode of communication between the reader and the writer, which uses letters, words, sentence of language to convert the message.

Based on the explanations above, the writer concluded that writing is an activity, production mode in learning process to express the idea, opinion and produce the appropriate sentences with grammatical concept by writing, which uses letters, words, sentence of language to convert the message.

3. Concept of Writing Ability

According to Weigle, writing ability is the skill that we want to test is to critical starting point in designing a test for particular context will depend in large measure in the specific group of second language and the type of writing that these writers are likely to engage in.⁷ Therefore, writing ability is the ability that we went to critical starting point in designing a test for particular context.

Broughton, et.al states the act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used

⁶Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1995), p.1

⁷Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2007), p.14

tends to be standardised.⁸ It means that writing ability is an ability that being less flexible than a conversation.

Peha states that writing is the communication of content (what the writer wants to say) for a purpose (why the writer writes it) to an audience (who the writer writes to).⁹ It means that we must have ability to communicate and express our ideas and think in our writing clearly in order the reader can get the information we want to tell.

In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).
4. Language (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁰

Based on the explanations, it can be concluded that writing ability is an ability to communicate or express ideas and thoughts on written form which fulfills five aspects of writing including content, organization, vocabulary, language, and

⁸ Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language* (New York:Routledge, 1980), p. 116

⁹Steve Peha, *The Writing Teacher's Strategy Guide*, TTMSInc, 2003, p. 58.

¹⁰CristopherTribble, *Language Teaching Writing*,(Oxfors: University Press), 1996,

mechanics effectively that being less flexible than a conversation and the language is used tends to be formal

4. Concept of Genre Text

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.¹¹ It means that text is arranging of words to be a sentence. According to Intan, genre is some kind of a category.¹² It means that genre is the type of text about concept and a form in text that is. Gerot and Wignell classify the genre into thirteen types. They are:¹³

1) Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.¹⁴

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred. Its purpose is to provide the audience a

¹¹Peter Knapp and Megan Watkins, *Genre-Text-Grammar*, 2005, Australia, p. 29

¹²Intan Karolina, *Teaching Narrative Text In Improving Writing*, SMA Negeri 1 Pemalang In 2006, p. 23

¹³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192-217

¹⁴ <http://SriwismajayantiBlogpost.wordpress.com.2015/06/01/spoof-text>

description of what occurred and when it occurred. Other definition, recount is to retell a series of events, usually in the order they occurred.¹⁵

3) Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that present information about a subject.¹⁶

4) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text

¹⁵Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 5.

¹⁶*Ibid*, p. 86.

which tells a story and, in doing so, entertains or informs the readers or listener.¹⁷

8) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.¹⁸

9) Description

Description text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Other Definition, explanation is to explain how or why something occurs.¹⁹

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners.²⁰

¹⁷*Ibid*, p. 8.

¹⁸Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

¹⁹*Ibid*, p. 4.

13) Reviews

Reviews is a text to critique an art work or event for a public audience.

Based on those explanations, the writer concluded there are many kinds of texts, each of characteristics have different characteristics and purpose, and then the writer focus on one text genre that is about narrative. Recount is a text piece of text which tells the action or experience in the past.

5. Concept of Recount Text

Recount is a kind of text which retells the action happened in the past. According to Knap and Watkins, recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.²¹ Recount almost has the same form as narrative because both recount and narrative have a function to retell the activity or event in the past. The difference recount tells event for giving information to the readers while narrative is not only giving information, but also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving.

According to Cahyono, recount text is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail.²² It means that recount text is retells the events that have occurred in the past. Furthermore according

²⁰*Loc. cit*, p. 4

²¹Peter Knapp and Megan Watkins, *Genre, Text and Grammar*, (Sidney: University of New South Wales, 2005), p.223

²²Bambang Yudi Cahyono, *Teaching English by using various text type*, (Malang: State University of Malang Press, 2011), p.14

to Anderson, recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.²³ It means that recount text is retelling the experiences in the past and give information to the readers about the past events.

Based on the statement above, the researcher concludes that recount text is a kind of a text that retell past events, to give the information to the readers about the past events.

a. Language Features of Recount Text

- 1) Introducing personal participant: I, my group, etc
- 2) Using chronological connection: then, first, etc
- 3) Using linking verb: was, were, saw, heard, etc
- 4) Using action verb: look, go, change, etc
- 5) Using simple past tense.²⁴

b. Generic Structures of Recount Text

The generic structure of recount text there were:

- 1) Orientation: Introducing the participants, place and time.
- 2) Events: Describing series of event that happened in the past.
- 3) Reorientation: It is optional. Stating personal comment of the writer.²⁵

²³Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD,1998), p.24

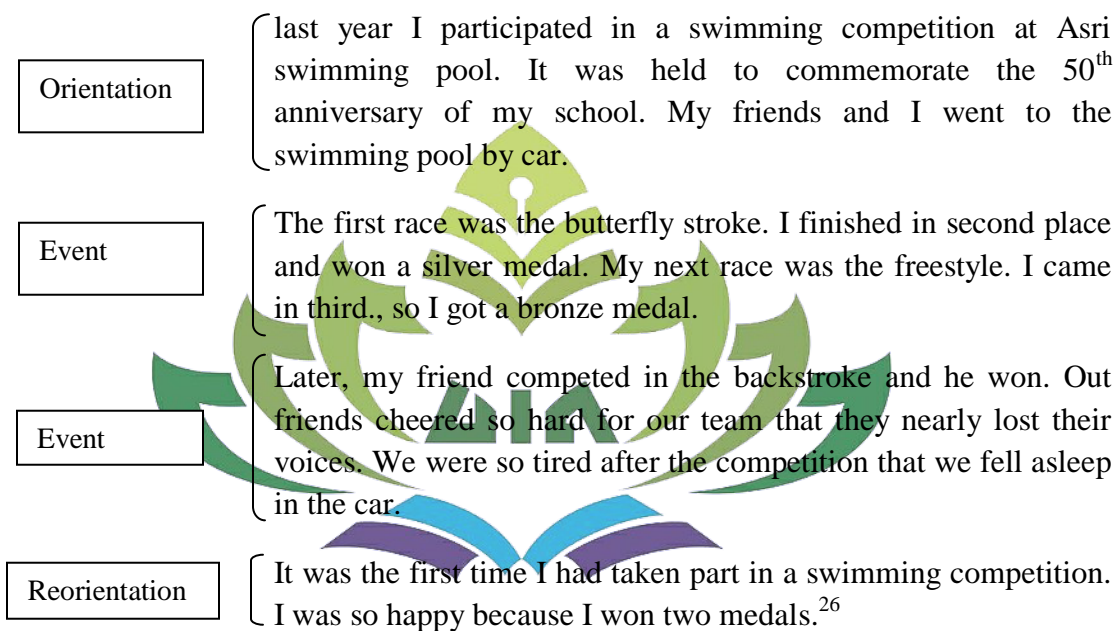
²⁴ M. ArifianRosyadi, *Teaching Material Development*, Available on: <http://materi-recount-text.com/>. Retrieved on February 23th2017, p.2.

²⁵*Ibid*

Based on those explanations, researcher argues that generic structures consist of schematic structures which consist of special characteristic. There are orientation, events and reorientation. It explains the differences among genres.

The following is concept or the example of recount text

The swimming competition



From the example above, we can see that the first paragraph of recount text is orientation. Then next paragraph is Events, after that, the last paragraph is reorientation.

²⁶ Ali Akhmadi, Ida Safrida, *Smart Steps*, (Jakarta: Ganeca Exact, 2005), p.104

6. Concept of Teaching Writing

Brown states that teaching is guiding and facilitating learning. Enabling the learner to learn. Setting the condition for learning to understanding of how the learner learns will determine your philosophy, your teaching style, your approach, methods and classroom technique.²⁷ Teaching writing is unique way to reinforce learning. It means teaching writing is very important in order to build language skills.²⁸

In learning writing, students not only learn about how to make a good writing, but also the students should know how to make their writing better than before based on the rule of putting positions of their words. Harmer says that teaching writing is focus on product and writing process.²⁹ In focusing of product, is focused on the material on the syllabus of the school, that is recount text. In writing process based on the Harmer is divided into some stages, they are:

1. Planning, the writer thinks about occasion and purpose the topic
2. Drafting, the first version of piece of writing as a draft
3. Editing, the writer checks for the standard English, the appropriate format and the accuracy

²⁷ *Ibid* p.7

²⁸ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), p. 267

4. Final Version, the writer is now ready to send the written text to its intended audience.³⁰

In teaching writing there were three processes they were as follow: pre writing activity, while writing activity, and post writing activity. Teaching writing to students is important than the other language skill. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.

Based on the explanation above, the researcher concludes that teaching writing is guiding and facilitating learning that is very important in order to build language skills. Teaching writing focused on product and writing process, planning, drafting, editing and final version and there are three processes in teaching writing, they are: pre writing activity, while writing activity, and post writing activity.

7. Concept Approach, Method, Technique, and Strategy

Concept Approach, Method, Technique, and Strategy

a. Approach

Approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic.³¹ An approach describes the nature the subject matter to be taught. It state of point of view, a philosophy or an article of faith, that is, something which ones believes but cannot

³⁰ Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2005), p.4-5

³¹ Endang Fauziati, *Methods of Teaching English as a Foreign Language*, (Surakarta: Esa Pustaka Utama, 2014), p.11

necessarily prove. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it.

b. Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.³² An approach is axiomatic whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus method is theoretically related to an approach and is organizationally determined by a design.

c. Technique

Technique is implementation which actually takes place in a classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective.³³ Technique must be consistent with a method, and therefore in harmony with an approach as well. Thus technique encompasses the actual moment-to-moment practice and behaviors that operate in teaching a language according to a particular a method.

In other words, technique is classroom practice done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lesson and used as the basis for teaching and learning.

³²*Ibid*; p.12

³³*Ibid*; p.13

d. Strategy

Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make. Even when we are embarking on a voyage of discovery, with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view.³⁴

Strategy, then, has no existence apart from the ends sought. It is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear understanding of the ends to be obtained. Strategy usually requires some sort of planning. You probably use strategy when faced with a new situation.

From the explanation above, the researcher concludes that an approach is axiomatic, that a method is specific set of procedures more or less compatible with an approach, technique is implementation and a very specific type of learning activity used in one or more methods and strategy is a plan of action design to achieve an overall aim. In this research dicto-comp is part of technique, because dicto-comp one of classroom activities that implementation take place in classroom.

³⁴ Fred Nickols, *Strategy Definition and Meaning*, Available on: <http://www.nickols.strategy-2016/>. Retrieved on February 28th 2017

8. Concept of Dictation Composition (Dicto-Comp) Technique

Dicto-comp: A technique for practicing composition, in which the teacher reads a passage, and then students must write out what they understand and remember from the passage, keeping as closely as possible to the original but using their own words where necessary.³⁵ Basically, dicto-comp is a technique used in teaching learning process which combines a dictation and composition.³⁶ A variation of dictation called the dicto-comp is a wonderful relief from both the traditional composition. A paragraph of approximately 100 words is read at normal speed. The object is to reproduce the text as closely as possible to the original: this is the “dicto” part, the students can add their own words whenever necessary, this is the “comp” part. If the level of the class is elementary, some key words, or even a brief outline may be written on the board.³⁷

The dicto-comp are taken from the illustrative material of each lesson. Thus, the students encounter orally the sentence patterns and the general kinds of paragraph structure that are found in written form during the course of the lesson. The procedure for handling the dicto-comp is explained in the first lesson of the text. The teacher should invariably read the passage aloud at normal speed. The number of time it is read depends upon the average ability of the class. After the teacher has finished the oral presentation, the students should write then the produce the passage in writing,

³⁵ Jack, C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.18

³⁶ Wajnryb, Ruth, *Grammar Dictation*, (Oxford: Oxford University Press, 1990), p. 10

³⁷ <http://1215.blogspot.co.id/2013/03/dictocomp/html/> Retrieved on May 8th 2017

following the original as closely as possible. To the extent that the students write what they remember exactly.³⁸

Dicto-comp not only requires the students to write but demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, to elaborate, and to use English in a particular context, the vocabulary or phrases useful in that particular context, and to organize the material.

In the dicto-comp the learners have to remember the ideas in a text of more than one hundred words long and express them in the words of the original or in their own words. The dicto-comp, whose name comes from *dictation* and *composition*, reduce the cognitive load of a task (in this case a writing task) by preparing the learners well before they do the task.³⁹ In dicto-comp and its related techniques, the preparation provides the learners with ideas, language items, and text organisation so that they can focus on the skill aspect, which, for dicto-comp, is writing.

Dicto-comp has similarity and almost same activity as dictogloss, the teacher read the passage for several times depending on the learner's ability and the learners have to listen to the teacher. Dicto-comp does not involve the students in a group work during the writing process.⁴⁰

³⁸Wishon, G.E. and Burks, J.M, *Lets' write English*. (New York: American Book Company) 1968, p. 10.

³⁹I.S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2008), p.70.

⁴⁰*Ibid*, p.69

Based on statement above, the researcher concludes that dicto-comp is a technique for practicing composition, in which the teacher should invariably read the passage aloud at normal speed. The number of time it is read depends upon the average ability of the class. After the teacher has finished the oral presentation, the students should write then the produce the passage in writing, following the original as closely as possible.

a. Procedure of Teaching Recount Text Using Dictation Composition (Dicto-Comp) Technique

Applying dicto-comp technique in teaching writing needs some procedures. The basic procedures of dicto-comp technique are as follows:

1. Select a short text appropriate for students
2. Prepare the students for the text
3. Read the text out at normal speed for several times, maximal 3 times.
4. After they have listened to the story, they must write it from their memory. The students can add their own word where necessary.⁴¹

b. Advantages of Using Dicto-Comp Technique

There are some advantages of dicto-comp, they are:

1. Challenging, student hears the passage only twice and have to use their own knowledge of language to rewrite it,
2. Students focus, focus on language accuracy as well as meaning

⁴¹I.S.P. Nation ,*Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2008), p.99.

3. Dicto-comp not only requires the students to write but demand careful listening and retention of the material read out.⁴²

From the explanation above the writer concludes that dictation composition (dicto-comp) can make the students challenging, because in dicto-comp not only requires the students to write but also demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, and elaborate, and also can increase their writing ability

c. Disadvantages of Using Dicto-Comp Technique

There are some disadvantages of dicto-comp, they are:

1. Teacher voice note comprehension
2. Teacher effect the word they are hearing.⁴³

So, the teacher must pay attention spelling, intonation, and the other when read the text.



9. Concept of Brainstorming Technique

Brainstorming is a technique for the stimulation the generation of ideas and facilitating their expression to define further. Indeed, Ana states that: brainstorming is an application of the method for explicit stimulation of the imagination in the

⁴²Bashiruddin, A. *Variations in dicto-comp*. English Teaching Forum, 1992, p.2.

⁴³Wajnryb, *Dictocomp*, Available on: <http://Teacher-tools/Dictocomp-wajnryb-1988-199/>. Retrieved on February 28th 2017.

production of ideas.⁴⁴ It usually involves cooperative thing by group, and is usually directed to the solution of specific problem.⁴⁵

Brainstorming is an informal way of generating topics to write about, or points to make about your topic. It can be one any time during the writing process. The students can brainstorm the topics for a whole paper or just a conclusion or an example. The important point about brainstorming is that there should be no pressure to be brilliant students should simply open their minds to whatever pops in to them. Think of it as a kind of free association. Part of brainstorming will involve a selection process. By doing that part, the students can finally be able to write.

Moreover, brainstorming is a technique in which the students write down whatever crossing their mind. Choosing topic, setting a time limit, deciding how many words, paragraph or pages to write, and continuing until time is up or the students exhaust the students' thoughts on the topic are the process that are usually underwent by the students in writing by using brainstorming.

a. Procedure of Teaching Recount Text Using Brainstorming Technique

There are some steps of teaching writing using brainstorming, follow as:

- a. The writer give explanation about material
- b. The writer give a topic
- c. The writer ask the students to think of as many ideas as you can about the topic

⁴⁴ Alex. F. Osbron. *Writing Academic English*,(New York, Longman, 1996). P.168

⁴⁵ Coon, A. M. *Brainstorming A Creative Problem*, 1957, p.312

- d. After that writer ask the students to make an recount paragraph from their ideas.⁴⁶

b. Advantages of Brainstorming Technique

There are some advantages of brainstorming, they are:

- a. Brainstorming can stimulate students interest
- b. Brainstorming can accustom the students to write with the very variety ideas.⁴⁷

c. Disadvantages of Brainstorming Technique

There are some disadvantages of brainstorming, they are:

- a. Need long time
- b. Requires a dedication to quantity rather than quality
- c. Shy people can have difficulties in participating.⁴⁸

B. Frame of Thinking

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. It has an important role in communication and it is hoped that the students will have this ability until they can express their idea through the paper. As a teacher of English, it should have an appropriate technique to be used in teaching English. It should be able to motivate the students in learning English. Therefore in order to achieve the aims of teaching English, especially in recount text writing, the writer

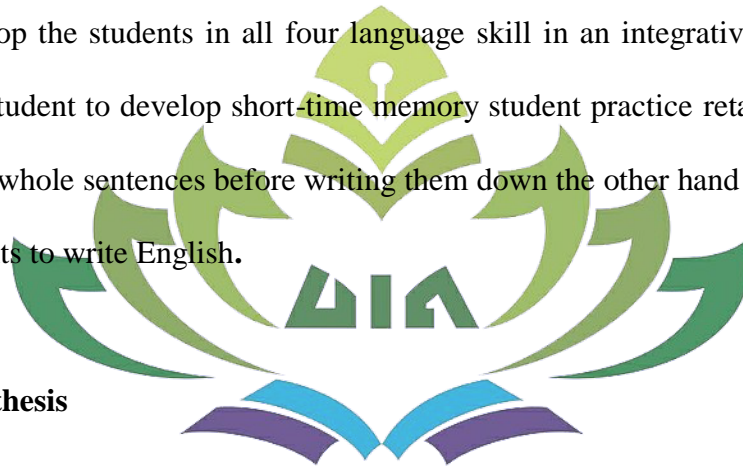
⁴⁶Edelstein. David R. *Writing Guide and English*, (New York: University Press,1993), p.156

⁴⁷ H. Douglas Brown. *Teaching by Principles*, (San Francisco: State University,1994), p.334

⁴⁸Burcin Aki, Brinstorming, Available on: <http://Brainstorming-ppt/>. Retrieved February

assumes that using dicto-comp technique can be appropriate to use in teaching recount text writing and increasing students' recount text writing ability.

Teaching learning writing by using dictation composition (dicto-comp) of junior high school make the students challenging, because in dicto-comp not only requires the students to write but demands careful listening and retention of the material read out. It involves the students' ability to listen carefully, to summarize, and elaborate, and also can increase their writing ability because using dicto-comp technique as teaching can develop the students in all four language skill in an integrative way it can also help the student to develop short-time memory student practice retaining meaningful phrase or whole sentences before writing them down the other hand it can motivate to the students to write English.



C. Hypothesis

Based on the theoretical assumptions above, the researcher formulates the hypotheses as follows:

H_0 : There is no a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability.

H_a : There is a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the writer used quasi experimental. Quasi experimental includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.¹ The writer used the pre-test and post-test design approach. The writer gave pre-test and post-test to the both of class group to know the differences between two groups.

In this research the writer used two classes, one as an experimental class that was give treatment by using dicto-comp technique and the other one as a control class that got treatment by using brainstorming technique. The writer gave final test writing both in experimental class and control class after giving the pre-test.

The research design was presented as follows:²

Table 1
Pre- and Posttest design

Select control group	Pretest	No Treatment	Posttest
Select experimental group	Pretest	Experimental Treatment	Posttest

¹ John W. Creswell, *Educational Research*, (Boston: Pearson, 2012), p.309

² *Ibid*, p.310

B. Research Variable

Variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organizations studied.³

There were two variables in this research, namely independent variable and dependent variable, they are:

1. The independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.⁴ In this research the independent variable was dictation composition (dicto-comp) technique.
2. The dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.⁵ In this research the dependent variable was recount text writing ability.

C. Operational Definition of Variable

The operational of variable is to describe the characters of variable that is investigated by the writer. The operational definitions of variables as follows:

1. Dictation Composition (dicto-comp) technique is a technique for practicing composition, in which the teacher reads passage, and then students must write out

³ John W. Creswell, *Educational Research*, (Boston: Pearson, 2012), p.112

⁴ *Ibid*, p.115

⁵ *Ibid*, p.116

what they understand and remember from the passage, keeping as closely as possible to the original but using their own words where necessary.

2. Students' recount text writing ability is ability to compose kind of a text that retell past events, to give the information to the readers about the past events which fulfill such criteria of a good writing as content, organization, vocabulary, language and mechanics.

D. Population, Sample, and Sampling Technique

1. Population

Population is a group of individuals who have the same characteristic.⁶ The population of the research were the students at the eighth grade of MTs. Hasanuddin Teluk Betung in 2017/2018 academic year. There were two classes; VIII A consists of 23 students and VIII B consists of 22 students, so, the population of the eighth grade were 45 students.

Table 2
Population of the Eighth Grade of MTs. Hasanuddin Teluk Betung
in 2017/2018 Academic Year

No	Class	Gender		Total
		Male	Female	
1.	VIII.A	12	11	23
2.	VIII.B	13	9	22
Total		25	20	45

(Source: MTs. Hasanuddin, Teluk Betung 2016/2017 academic year)

⁶ *Ibid*, p.142

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷ The sample of the research was students of the eighth grade of MTs. Hasanudddin Teluk Betung in 2017/2018 academic year. The writer took two classes from two classes, one as the experimental class, and the other one as the control class.

3. Sampling technique

In this research, to get the sample from the population, the writer used cluster random sampling technique because the classes are homogeneous, the writer took the sample from group or class, and had the same chance to be selected as a sample. Fraenkel and Wallen state that the selection of groups or clusters of subjects rather than individuals is known as cluster random sampling.⁸ It means that cluster random sampling was a sampling technique that was the sample through groups and not individuals. One class as an experimental class and another one as a control class. The name of each class was written in a small piece of paper, and then the paper was roll and put in a box. After that, a box was shaken, and then the researcher took two pieces of the roll pieces. The first paper was VIII B as the experimental class and the second paper was VIII A as control class.

⁷ *Ibid*, p. 142

⁸ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 7th ed., 2009), p. 95

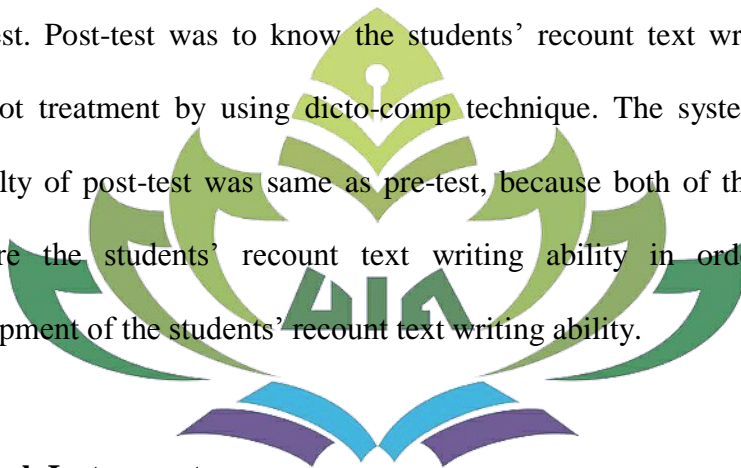
E. Data Collecting Technique

In collecting data, the writer used some techniques, they were:

1. Pre-test. Pre-test was to know the students' writing ability before the treatments.

The test will be done by asking the students to write their recount text based on the titles that were provided. The scoring was based on the harmony of content, organization, language, and form of writing. The result of this test was written in the scoring column on the paper.

2. Post-test. Post-test was to know the students' recount text writing ability after they got treatment by using dicto-comp technique. The system and degree of difficulty of post-test was same as pre-test, because both of them were used to measure the students' recount text writing ability in order to know the development of the students' recount text writing ability.



F. Research Instrument

In this research the writer gave the test to measure the students' recount text writing ability. In this writing recount text test, there were two tests; pre-test and post-test. Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.⁹ Breland adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high

⁹Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p. 5.

school instructors' ratings of writing ability.¹⁰ While Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes.¹¹ Then, Lloyd-Jones argues that 55-minute test period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production. The common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write anything thoughtful and polished.¹² Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.¹³

From several definitions above, there are many references for the length of words and time allocation. Then, it can be concluded that the average of words and time allocation to write the text is about 120 words and 65 minutes for time allocation. Then, the writer assumed that the eight grade is in low level category. So, the minimum of words should be written by them is 80 words or more and 60 minutes for time allocation. Based on the syllabus for Junior high school, one course hour last for 40 minutes. In this research, the writer took two course hours last for 80 minutes that

¹⁰Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review* (New York: College Entrance Examination Board, 1983), p. 13.

¹¹Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on Sunday 14th, 2017.

¹²Richard Lloyd-Jones, *Evaluating Writing: Describing, Measuring, Judging* (Urbana: National Council of Teachers in English, 1997), p. 44.

¹³Ros Wilson, *Oxford Primary Writing Assessment* (Glasgow : Oxford University Press, 2015), p. 7.

used to provided an explanation of the recount text writing instruction, collecting students' writing work, and the unexpected time during the test.

In this case, the students made a composition in recount text that consists of 80 words or more and 60 minutes for time allocation and choose the topics that is provide. According to Cahyono, recount text is retelling the experiences in the past.¹⁴ The writer gave the topic about experience that focus on happy experience and bad experience and then the writer gave the topic about holiday and a trip to the beach, the writer assumed that the students easier to explain about them. Based on the KTSP teacher handbook, the students told what you did last Sunday. Here, the writer chose the topics jogging with friend and went to shopping.

The following tables of specification of test for pre-test and post-test.

Table 3
Table of Specification of Pre-Test

Subject	Alternative of topics	Length	Time allocation
Recount Text Writing	1. Happy experience	80-100 words	60 minutes
	2. Holiday		
	3. Jogging with friend		

Table 4
Table of Specification of Post-Test

Subject	Alternative of topics based on material in syllabus	Length	Time allocation
Recount Text Writing	1. Bad experience	80-100 words	60 minutes
	2. A trip to the beach		
	3. Went to shopping		

¹⁴ Bambang Yudi Cahyono, *Teaching English by using various text type*, (Malang: State University of Malang Press, 2011), p.14

G. Research Procedure

There are three steps that were done in this research, they were:

1. Planning

Before the writer applied the research the procedure, the researcher made some planning to run the application well. The procedure of making plan of this research as follows;

a. Determining the subject

The writer chose the eighth grade of MTs. Hasanuddin Teluk Betung as the subject of the research, VIII B as the experimental class and VIII A as the control class.

b. Preparing pre-test

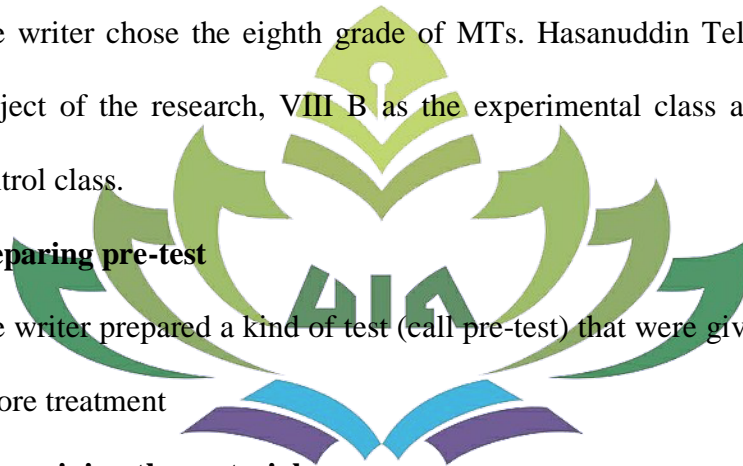
The writer prepared a kind of test (call pre-test) that were given to the students before treatment

c. Determining the material

The writer determined the materials that were taught to the students and the material is recount text writing.

d. Preparing the post-test

The writer prepared a kind of test (call post-test) that were given to the students to know whether the students' recount text writing ability increases or not.



2. Application

After making plan, the writer tried to apply to research procedure. There were some steps in doing this research, they were:

- a. In the first meeting, the writer gave pre-test to the students. The test is in the form of a text that consists of minimally 80-100 words in 60 minutes.
- b. In the second meeting, the writer conducted the treatment by using dicto-comp technique in the experimental class and conducted the treatment by using brainstorming technique in the control class.
- c. In the last meet, the writer gave pos-test. The test is in the form of a text that consists of minimally 80-100 words in 60 minutes.

3. Reporting

The next steps is one in the research procedure is reporting. There are three steps which done in reporting. The steps as follows:

- a. Analyzing the data that received from pre-test and post-test.
- b. Making a report of the findings.

H. Scoring system

To score the result of the writing test, the writer used inter-rater. It means the students' work was judged or scored by more than one rater. In this research, the writer used two raters to score the students' work. Here, the copy of students' writing were kept by the writer herself and another copy were kept by another person who

also score the students' work, in this case the English teacher at this school. The scores from the two raters assumed up and then divided into two. In collecting the data, the writer used a test in both classes and norm of scoring is based on Tribble's theory; Here table 5, in scoring the students' writing ability the writer used analytic rating scale adapted from Tribble. The classifications of scoring criteria are: Content refers to substance of writing, the experience of main idea (unity), organization refers to logical organization of the content (coherence), vocabulary refers to selection of words that are suitable with the content, language use refers to use of the correct grammatical and syntactic pattern, mechanics refers to use graphic conventional of the language.

Table 5
Scoring Scale for Evaluating Students' Recount Text Writing Ability

Area	Score	Descriptor
Content/ Task Fulfilment	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content content to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced

		(coherence); some connectives used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluence exxpression, ideas very difficult to follow, little sense of paragraphing/organizattion; no sense of logical sequence (coherence); connective not used (cohesion).
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary;occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistake in word/ idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortable frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident hadling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning never obscured.
	23-18	Good to average: Acceptable grammar but problem with more complexes structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with contro only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures-even

		simple ones; frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, propositions; meaning often obscured.
	5-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: Fails to address this aspect of the task with any effectiveness. ¹⁵

I. Validity, Reliability and Readability

1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.¹⁶ In other words, a measuring tool is said to be valid if it provides the true data that and to know the validity of the instrument, the writer used content validity and construct validity.

a. Content Validity

Best and Kahn state “*Content validity* refers to the degree to which the test actually measures, or is specifically related to the traits for which it was designed content

¹⁵ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), pp.130-131

¹⁶ Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wordsworth, 2010), p.225

validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists”¹⁷. It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the syllabus.

The instrument of the test must be agreement with the objectives of learning in the school which is based on the syllabus at the eighth grade of junior high school for making sure that the instrument is valid.

b. Construct Validity

Construct validity refers to assumption, showing the measurement employed contains correct operational definition, which is based on the theoretical concept. Construct validity focuses on the kind of test that is used to measure the ability. In other words, the test can measure what needs to be measured. In this research, the writer administered a writing test. The scoring covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language use, and mechanic. To make sure, the writer consulted the instrument to the English teacher. By considering these five aspects which are scored, the English teacher at MTs. Hasanuddin Teluk Betung.

¹⁷John W. Best and James V. Kahn, *Research in Education*, (New Delhi, Prentice-Hall, 7th ed., 1995). p. 219

2. Reliability

Reliability of a measuring instrument is the degree of consistency with which measures whatever it is measuring.¹⁸ Arikunto says that reliability shows that an instrument can be believed to be use as a tool of data collecting technique when the instrument is good enough¹⁹ the data are true based on the fact, how many data that were taken, the result always be the same. To know the reliability of the test, the researcher used the following steps:

1. Give pretest and posttest items to the students out of the sample
2. Collect the result and analyze it
3. Analyze the difference between pretest and posttest result.

To ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher used inter-rater reliability. Inter-rater reliability was used when scores on the test were independently estimated by two or more judges or raters. They were the teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation.²⁰

The statistical formula for counting the reliability was as follows:

$$P = 1 - \frac{6 \sum D^2}{N - (N^2 - 1)}$$

¹⁸ Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, (America: Wordsworth, 2010), p.236

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 221

²⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 232

Notes:

ρ	: All internal reliability instrument
6 and 1	: Constant number
D	: Difference between first variable score and second variable score so that $D = R1 - R2$
N	: Number of cases

Consequently, to know the degree or the level of the reliability of writing test the writer consulted with the criteria of reliability as follows:²¹

1. 0.800 - 1.00 = very high
2. 0.600 - 0.800 = high
3. 0.400 - 0.600 = medium
4. 0.200 - 0.400 = low
5. 0.000 - 0.200 = very low



3. Readability

Readability tests are indicators that measure how easy a document can be read and understood.²² The writer conducted readability test to know whether the direction and instructions can be understood by the test takers or not. The readability of the writing sheet gave to some students in the eighth grade.

²¹ *Ibid*, p. 311

²²Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, p. 132 (On-line), available at: <http://www.jmde.com/> accessed March 5th, 2015.

To know readability of the test instrument, the writer followed Kouamé's research. Participants were asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.²³ The questions were tested individually.

The readability test conducted before giving the treatment by the writer.

J. Data Analysis

1. Prerequisite Tests

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.²⁴ It means that to get the accurate result, the writer had to do some tests such as normality test and homogeneity test.

a. Normality test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality

²³ *Ibid*, p. 133.

²⁴ M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008), p. 591

employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypothesizes for the normality test was formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for the Social Sciences*).

The hypotheses for the homogeneity test are:

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

2. Hypothetical Test

After the writer knew that the data is normal and homogeneous, the data were analyzed by using sample T-test, to know the significance of the treatment effect. The researcher used SPSS (*Statistical Package for the Social Sciences*) to process the data in normality test, homogeneity test, and T-test.

The hypotheses are:

Ha : There is a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at the eighth grade of the first semester of MTs. Hasanuddin Teluk Betung Bandar Lampung in 2017/2018 academic year.

Ho : There is no a significant influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at the eighth grade of the first semester of MTs. Hasanuddin Teluk Betung Bandar Lampung in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypothetical test were:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

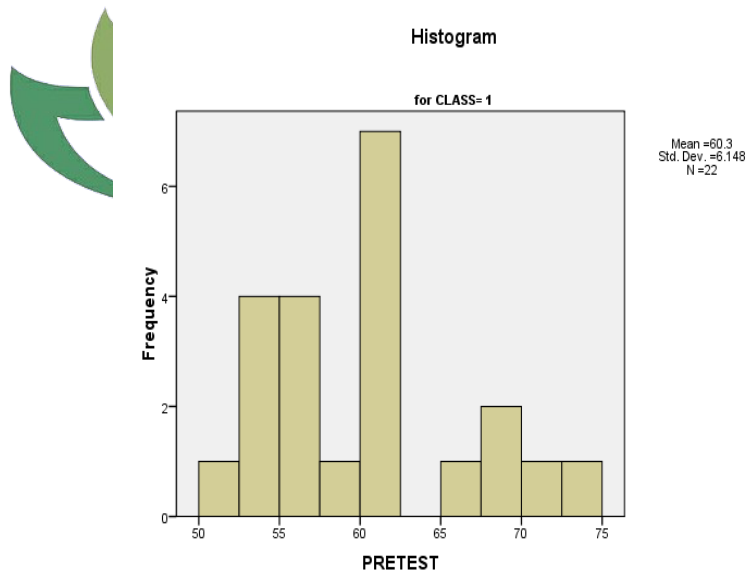
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test in Experimental Class

The pre-test was administered on November 8th, 2017. It was the first meeting, the writer conducted pre-test order to find out the previous students ability in recount text writing. The scores of students' text tested in pre-test in the experimental class could be seen in figure 1.

Figure 1
Graphs of the Result of the Pre-test in Experimental Class



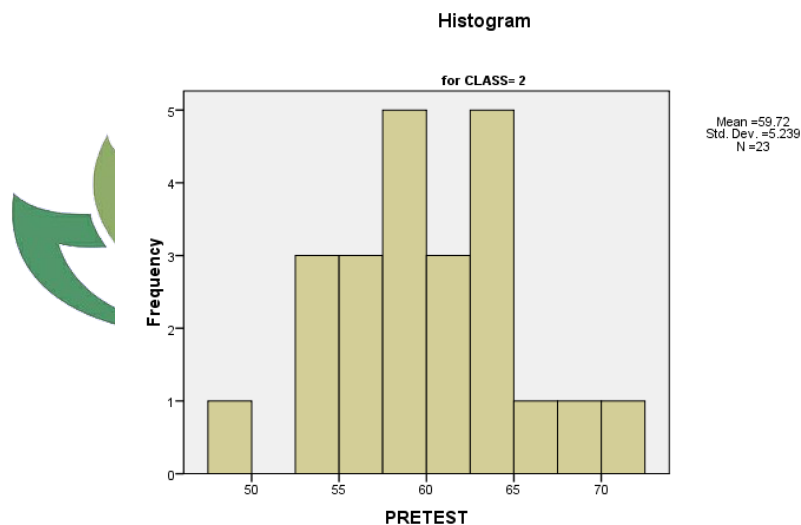
Based on figure 1, it could be seen that 5 students got score >50 (22.72%), 5 students got score >55 (22.72%), 7 students got score >60 (31.81%), 3 students got score >65 (13.63%), and 2 students got score >70 (9.09%). The mean of pre-test in experimental class was 60.30, standard of deviation was 6.148, N was 22, median

was 61.00, variance was 37,801 minimum score was 52, and maximum score was 72.
(See appendix 23).

2. Result of Pre-test in Control Class

The writer also gave pre-test in control class to know their recount text writing ability. It was administered on November 8th, 2017. The scores of students' text tested in pre-test in the experimental class could be seen in figure 2.

Figure 2
Graphs of the Result of the Pre-test in Control Class



Based on figure 2, I could be seen that 3 1 students got score > 50 (13.04%), 8 students got score >55 (34.78%), 8 students got score >60 (34.78%), 2 students got score >65 (8.69%), and 1 student got score >70 (4.34%). The mean of pre-test in control class was 59.72, standard of deviation was 5.239, N was 23, median was 59.00, variance was 27.451, minimum score was 48, and maximum score was 70.
(See appendix 23).

3. Data Analysis of the Treatment

a. First meeting

The first meeting was held on Friday, November 10th 2017. Each treatment lasted for 90 minutes. In the first treatment the students looked nervous. The writer explained the material to the students, in this research was recount text. So, they got some general illustration about the recount text. The writer explained about recount text, especially the verb that used in recount text that relate with the theme and the generic structure of recount text. The topic in the first treatment is “Holiday”.

The writer explained of dictation composition (dicto-comp) technique that was used. In here the writer explained what dicto-comp and how the procedure of dicto-comp. After that, the writer started to read the recount text about holiday for several time at normal speed and after they have listened the recount text they must write from their memory, if necessary they can add their own words. After they finished in the end of the lesson the writer and students discussed together about their writing.

b. Second treatment

In the second treatment the writer administered on November 14th, 2017. Like previous treatment in each treatment lasted for 90 minutes. The second treatment was better than the first, because the students did not look nervous anymore and they enjoyed the materials given. The topic in the second treatment is “Experience”.

After explaining about the material, the writer told the students that they did exercise while do dicto-comp like the first treatment. The procedure was same with the previous treatment. After that the writer and students discussed together, then the writer gave chance to the students to ask if they had difficulty.

c. Third treatment

In the third treatment the writer administered on November 16th, 2017. Like previous treatment in each treatment lasted for 90 minutes. It was better than before because the students felt in accustomed in teaching learning process through dicto-comp technique. In this session, the writer discussed about topic “what they did last sunday”.

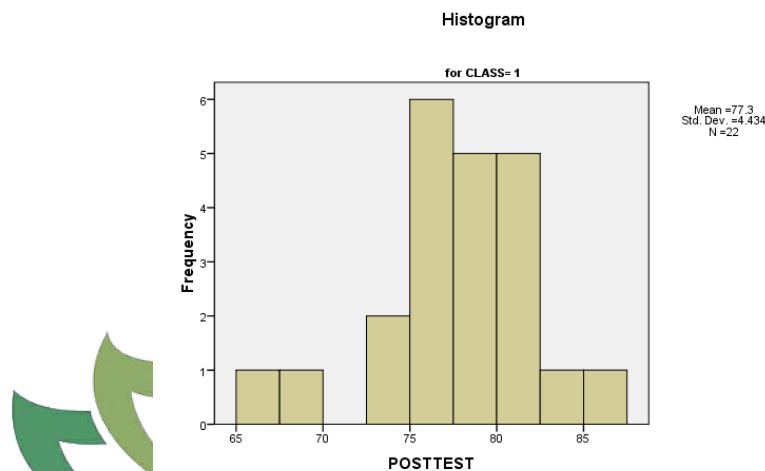
After explaining about the material, the writer told the students that they did exercise based on the topic given while using dicto-comp technique like the first and the second treatment. The procedure was same with the previous treatments. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task.

4. Result of Post-test in Experimental Class

The writer conducted post-test in order to find out the students' increase in writing recount text after they got treatment by using dicto-comp technique. The post-test was administered on November 17th, 2017. The scores of

students' text tested in post-test in the experimental class could be seen in figure 3.

Figure 3
Graphs of the Result of the Post-test in Experimental Class



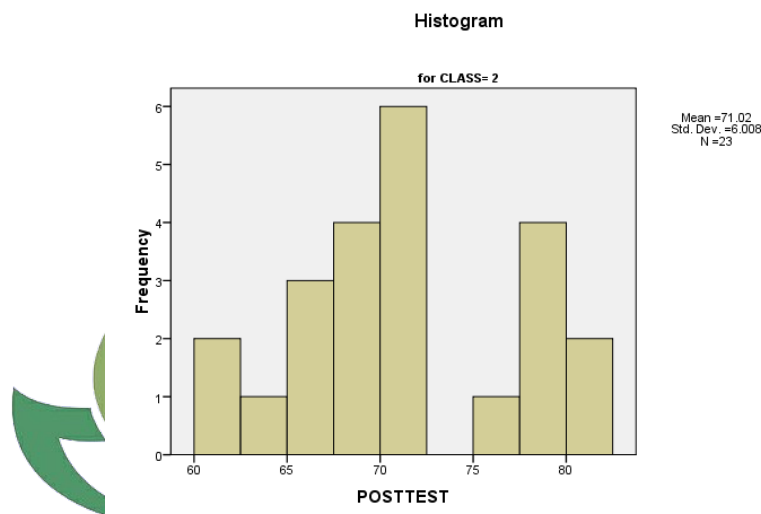
Based on figure 3, it could be seen that 2 students got score >65 (9.09%), 2 students got score >70 (9.09%), 11 students got score >75 (50%), 6 students got score >80 (27.27%), and 1 student got score >85 (4.54%). The mean of post-test in experimental class was 77.30, standard of deviation was 4.434, N was 22, median was 77.50, variance was 19.659, minimum score was 65, and maximum score was 85. It showed students' writing ability after they got the treatments. It can be seen in appendix 24.

5. Result of Post-test in Control Class

The writer also conducted post-test in control class in order to find out the students' development in writing recount text after they got treatment by

using brainstorming technique. The post-test was administered on November 22nd, 2017. The scores of students' text tested in post-test in the experimental class could be seen in figure 4.

Figure 4
Graphs of the Result of the Post-test in Control Class



Based on figure 4, it could be seen that 3 students got score >60 (13.04%), 7 students got score >65 (30.43%), 6 students got score >70 (26.08%), and 5 students got score >80 (8.69%). The mean of that post-test in control class was 71.02, standard of deviation was 6.008, N was 23, median was 71.00, variance was 36.102, minimum score was 60, and maximum score was 80. It can be seen in appendix 24.

B. Data Analysis

1. Result of Normality Test

The writer tested normality test after got score of the students in writing ability pretest and posttest of recount text using SPSS version 16.

a. The hypotheses are :

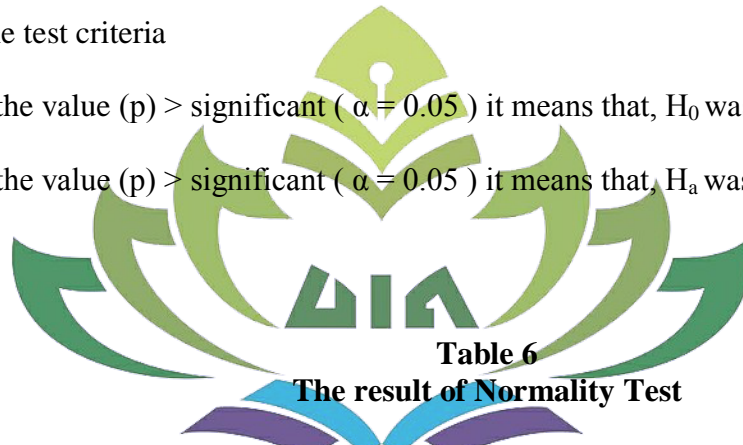
H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.

b. The test criteria

If the value (p) > significant ($\alpha = 0.05$) it means that, H_0 was accepted

If the value (p) > significant ($\alpha = 0.05$) it means that, H_a was accepted



CLASS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	.128	22	.200*	.944	22	.239
	Control	.131	23	.200*	.943	23	.207

Based on Table 5, it can be seen that Sig. (p_{value}) in the table of Shapiro-Wilk was 0.239 and $\alpha = 0.05$. It means that Sig. (p_{value}) > α and H_0 is accepted. The conclusion is that the population is in the normal distribution.

2. Result of Homogeneity Test

The writer tested Homogeneity test after she got score of student reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in descriptive text by using SPSS)

a. The hypotheses were :

H_a = The variance of the data is not homogeneous

H_o = The variance of the data is homogeneous

b. The criteria of the test are follows:

H_o is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

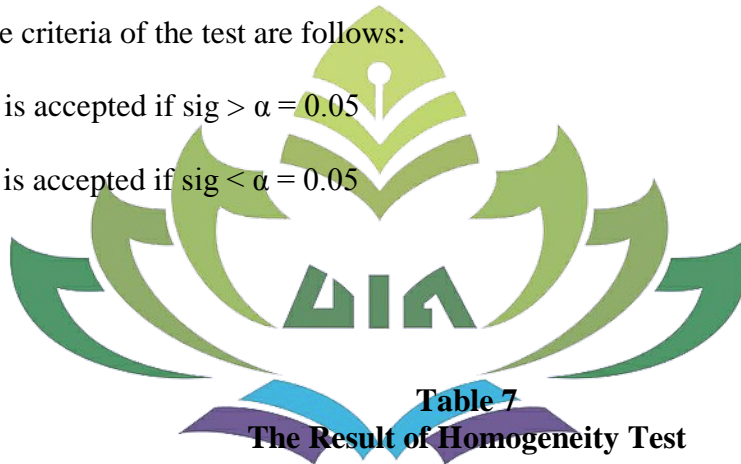


Table 7
The Result of Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
pre	.750	1	43	.391
post	2.217	1	43	.144

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig. (Pvalue)} = 0.778 > \alpha = 0.05$. It demonstrated that H_o was accepted because $\text{Sig. (Pvalue)} > \alpha = 0.05$. It means that the variance of the data was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

- Ho : There is no a significance influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at the first semester of the eighth grade of MTs. Hasanuddin Teuk Betung Bandar Lampung in the academic year of 2017/2018
- H_a : There is a significance influence of using dictation composition (dicto-comp) technique towards students' recount text writing ability at the first semester of the eighth grade of MTs. Hasanuddin Teuk Betung Bandar Lampung in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for Hypotheticaltest was:

H_a is accepted if *Sig.* $< \alpha$ 0.05

H_o is accepted if *Sig.* $> \alpha$ 0.05

Table 8
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
3.971	43	.000

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (P_{value}) = $0.000 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant Influence of using Dictation Composition (Dicto-Comp) towards students' recount text writing ability at the first semester of the Eighth Grade of MTs. Hasanuddin Teluk Betung Bandar Lampug in the academic year of 2017/2018.

C. Discussion

At the beginning of the research, the writer explained there were some procedures used to know students' writing ability in recount text. Some tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in writing ability in recount text before they were given treatments by the writer.

In order to know the influence of using dictocomp technique towards students' recount text writing ability the writer did three treatments. In the first treatments held on November 10th 2017. The second treatment held on November 14th 2017. The third treatments held on November 16th 2017.

Based on the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test. Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the treatments had

influence of using dicto-comp technique towards students' writing ability of recount text, so alternative hypothesis is accepted.

Besides that, dicto-comp technique can increase students' writing ability because using dicto-comp technique as teaching can improve the students skill in an integrative way and it can also help the student to develop short-time memory student practice retaining meaningful phrase or whole sentences before writing them down the other hand it can motivate to the students to write English.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Dictation Composition (Dicto-Comp) towards students' recount text writing ability in both classes after treatments done. The mean score of post-test in experimental class was 77.30 and the mean score of post-test in control class was 71.02. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the writer concluded that there was significant influence of Dictation Composition (Dicto-Comp) technique towards students' recount text writing ability at the first semester of the eighth grade of MTs. Hasanuddin Teluk Betung Bandar Lampung in the academic year of 2017/2018.

B. Suggestion

In reference to the conclusion above, the writer proposed suggestions as follows:

1. Suggestion to the Teacher

- a. In this research the writer found out that dicto-comp technique could increase students' writing ability, the English teacher can use dicto-comp technique as one of the way in teaching writing especially recount text.
- b. The English teacher should give the students more exercises to improve their ability in writing recount text.

2. Suggestion to the Students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative to make a good written especially in recount text.

3. Suggestion to the Other Writers

In this research, the writer used dictation composition (dicto-comp) technique to help students of Junior High School, especially in recount text ability. For the next, writers can conduct this technique on different levels of students and other English skills such as speaking, reading and listening.

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Appendix 3

STUDENTS' WRITING SCORE CLASS VIII A – VIII B
MTs. HASANUDDIN TELUK BETUNG
IN 2017 ACADEMIC YEAR
(Preliminary)

KKM: 68

VIII A

NO	NAMES	SCORE
1.	A	60
2.	MA	58
3.	AS	69
4.	AZ	60
5.	AW	68
6.	AN	50
7.	DA	69
8.	DS	69
9.	F	50
10.	FA	69
11.	HA	60
12.	MJ	70
13.	MJ	62
14.	LA	55
15.	N	60
16.	M	60
17.	MZ	65
18.	NA	69
19.	NR	62
20.	RS	60
21.	RS	65
22.	SH	50
23.	TR	60

VIII B

NO	NAMES	SCORE
1.	AK	55
2.	AI	62
3.	AS	70
4.	DF	69
5.	ES	50
6.	MZ	60
7.	K	72
8.	LS	65
9.	LR	67
10.	L	70
11.	MF	55
12.	MU	50
13.	MT	50
14.	MI	63
15.	NF	60
16.	NA	65
17.	NN	69
18.	NP	66
19.	RA	55
20.	SN	68
21.	SR	69
22.	K	70

Appendix 4

EXPERT VALIDATION FORM FOR WRITING TEST

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No	Question	Yes	No	Comments
1	Do the indicators in the test instrument have covered all aspects measured?			
2	Are the direction and the instructions of test instrument clear enough?			
3	Is the time allocation quite effective?			
4	Does the assessment rubric has covered all aspects and indicators measured?			
5	Is the assessment rubric quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

Validator

Elviarni, S.Pd.

Appendix 5

Pre- test instrument

Name :

Class :

Subject : English

Class / semester : VIII /1

Sub matter : Writing

Sub subject : Recount Text

Time allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on your paper.
2. Use your time adequately.
3. Work individually

Direction :

1. Make short recount text that consist of approximately 80-100 words
2. Write your recount text by choosing the topic given bellow:
 - a. Holiday
 - b. Happy experience
 - c. Jogging with friend

Appendix 6

Post- test instrument

Name :

Class :

Subject : English

Class / semester : VIII /1

Sub matter : Writing

Sub subject : Recount Text

Time allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on your paper.
2. Use your time adequately.
3. Work individually

Direction :

1. Make short recount text that consist of approximately 80-100 words
2. Write your recount text by choosing the topic given bellow:
 - a. A trip to the beach
 - b. Bad experience
 - c. Went to shopping

*Appendix 7***READABILITY INSTRUMENT****Name :****Class :**

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah Anda paham dengan petunjuk (direction) no 1?				
2	Apakah Anda paham dengan petunjuk (direction) no 2?				
3	Apakah Anda paham dengan perintah (instruction) no 1?				
4	Apakah Anda paham dengan perintah (instruction) no 2?				
5	Apakah Anda paham dengan perintah (instruction) no 3?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read**

Appendix 8

SILABUS PEMBELAJARAN

Sekolah :
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa <ul style="list-style-type: none"> • Kalimat sederhana <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan 	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
sekitar	pesan 3. Kosa kata - Kata terkait tema dan jenis teks 4. Tanda baca 5. Spelling					<i>situation given.</i>		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that,	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> . 2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia. 3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .	Tes tulis Tes tulis Tes tulis	1. <i>Completion</i> 2. <i>Jumbled sentences</i> 3. <i>Essay</i>	1. <i>Complete the paragraph using the suitable words.</i> 2. <i>Rearrange the Following sentences correctly.</i> 3. <i>Write an essay a. describing something or a certain place.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	before dsb 4. Tanda Baca, Spelling	recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.				<i>b. Telling what you did last Sunday</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;



Appendix 9

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Madrasah : MTs. HASANUDDIN
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Keterampilan Bahasa : *Writing*
 Tema/Topik : *Recount text*
 Pertemuan ke- : 1 (Ekxperimental Class)
 Alokasi Waktu : 2x40 menit (1 pertemuan)

I. Standar kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan recount</i> . 3. Menulis teks essai dalam bentuk <i>descriptive dan recount</i> .	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masadepan (punya perspektif untuk masadepan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi *topic* sebuah teks fungsional pendek yang ditulis
2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis
3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity.

Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consists of optional-closure of events/ending.

c. Example of recount text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home that was very pleasant moment with my family that I ever got.

V. Metode Pembelajaran

Dicto-Comp Technique

VI. Langkah-langkah Kegiatan Pembelajaran

KegiatanAwal

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)

- c. Mereview pelajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- a. Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

Dalam kegiatan elaborasi guru:

- a. Menjelaskan materi tentang *recount text*
- b. Memberi contoh *recount text*
- c. Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- d. Mendiskusikan *generic structure recount text* bersama siswa
- e. Membacakan sebuah *recount text* pada kecepatan normal, biasanya dua atau tiga kali
- f. Meminta murid untuk menulis kembali teks yang dibaca, sepanjang ingatan mereka.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

Kegiatan Akhir

- Siswa diminta membuat rangkuman dari materi mengenai *recount text*
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi *recount*

VII. Media Pembelajaran

- papan tulis
- spidol
- Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku :Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- Jenis tagihan : Post-test
- Bentuk instrument: Essay
- Instrument : Terlampir di bawah ini
- Pedoman penilaian

Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30

Mechanics	Ketepatan tanda baca dan ejaan	10
-----------	--------------------------------	----

Instrument Pertemuan Pertama:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

1. Birthday party
2. My holiday
3. Terrible day



H. Janim, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTs. HASANUDDIN
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Keterampilan Bahasa : *Writing*
 Tema/Topik : *Recount text*
 Pertemuan ke- : 1 (Ekxperimental Class)
 Alokasi Waktu : 2x40 menit (1 pertemuan)

I. Standar kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan
---------------------------------	------------------

	Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i>	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> .	ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar
3. Menulis teks essai dalam bentuk <i>descriptive</i> dan <i>recount</i> .	membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masadepan (punya perspektif untuk masadepan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi *topic* sebuah teks fungsional pendek yang ditulis
2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis
3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity.

Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) **Events**

Tell what happened and in what sequence.

3) **Reorientation**

Consists of optional-closure of events/ending.

c. **Example of recount text**

Holiday

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top and he enjoyed the beauty of Jakarta from there.

Then, he took a busway to Taman Mini Indonesia Indah. He visited the museum of science and technology. He also watched a film in Keong Mas Theatre. After that he went to Ancol. He saw people riding jet-sky. He rode a cable car there. Finally, he went home. He felt tired but happy.

V. Metode Pembelajaran

Dicto-Comp Technique

VI. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- c. Mereview pelajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- a. Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

Dalam kegiatan elaborasi guru:

- a. Menjelaskan materi tentang *recount text*
- b. Memberi contoh *recount text*
- c. Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- d. Mendiskusikan *generic structure recount text* bersama siswa
- e. Membacakan sebuah *recount text* pada kecepatan normal, biasanya dua atau tiga kali
- f. Meminta murid untuk menulis kembali teks yang dibaca, sepanjang ingatan mereka.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai *recount text*

- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi *recount*

VII. Media Pembelajaran

1. papan tulis
2. spidol
3. Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku :Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- a. Jenis tagihan : Post-test
- b. Bentuk instrument : Essay
- c. Instrument : Terlampir di bawah ini
- d. Pedoman penilaian

Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan	10

Instrument Pertemuan Kedua:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

1. Travelling to the beach
2. Amazing experience
3. Sunday terrible

Bandar Lampung, 2017

Guru Mata Pelajaran

Mahasiswa Praktikan

Elviarni, S.Pd

Arin Rama Saputri

NPM.1311040159



Mengetahui,
Kepala MTs. Hasanuddin

H. Janim, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah : MTs. HASANUDDIN
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Keterampilan Bahasa : *Writing*
 Tema/Topik : *Recount text*
 Pertemuan ke- : 1 (Ekxperimental Class)
 Alokasi Waktu : 2x40 menit (1 pertemuan)

I. Standar kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i>	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa

2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive dan recount</i> .	ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggungjawab, mandiri
3. Menulis teks esai dalam bentuk <i>descriptive dan recount</i> .	

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masadepan (punya perspektif untuk masadepan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi *topic* sebuah teks fungsional pendek yang ditulis
2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis
3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis.

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) **Reorientation**

Consists of optional-closure of events/ending.

c. **Example of recount text**

My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

V. **Metode Pembelajaran**

Dicto-Comp Technique

VI. **Langkah-langkah Kegiatan Pembelajaran**

KegiatanAwal

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)
- c. Mereview palajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- a. Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

Dalam kegiatan elaborasi guru:

- a. Menjelaskan materi tentang *recount text*
- b. Memberi contoh *recount text*
- c. Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- d. Mendiskusikan *generic structure recount text* bersama siswa
- e. Membacakan sebuah *recount text* pada kecepatan normal, biasanya dua atau tiga kali
- f. Meminta murid untuk menulis kembali teks yang dibaca, sepanjang ingatan mereka.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai *recount text*
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi *recount*

VII. Media Pembelajaran

1. papan tulis

2. spidol
3. Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku :Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- a. Jenis tagihan : Post-test
- b. Bentuk instrument: Essay
- c. Instrument : Terlampir di bawah ini
- d. Pedoman penilaian

Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan	10

Instrument Pertemuan ketiga:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

1. My terrible experience
2. Happy holiday
3. Unforgettable experience

Bandar Lampung,

2017

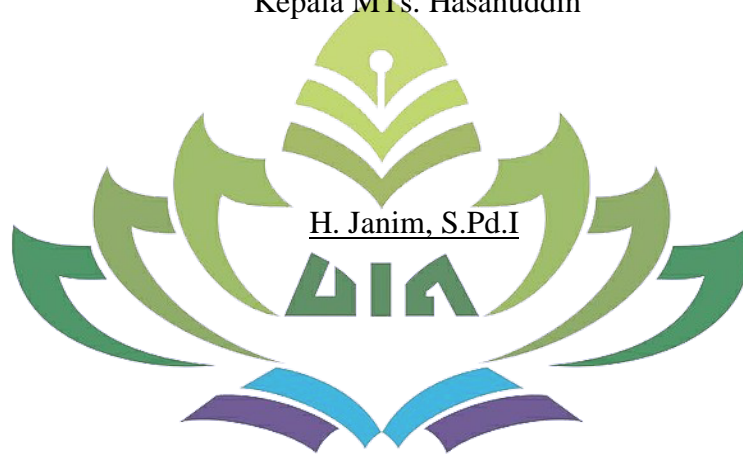
Guru Mata Pelajaran

Mahasiswa Praktikan

Elviarni, S.PdArin Rama Saputri

NPM.1311040159

Mengetahui,
Kepala MTs. Hasanuddin



Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTs.HASANUDDIN
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Keterampilan Bahasa : *Writing*
 Tema/Topik : *Recount text*
 Pertemuan ke- : 1 (Control Class)
 Alokasi Waktu : 2x40menit (1 pertemuan)

I. Standarkompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> .	
3. Menulis teks esai dalam bentuk <i>descriptive</i> dan <i>recount</i> .	

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masadepan (punya perspektif untuk masadepan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Melengkapi rumpang teks esai pendek berbentuk *descriptive*.
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *recount*.
3. Menulis teks esai dalam bentuk *descriptive* dan *recount*

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consists of optional-closure of events/ending.

c. Example of recount text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home that was very pleasant moment with my family that I ever got.

V. Metode Pembelajaran

Brainstorming Technique

VI. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika masuk ke ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mereview pelajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

Dalam kegiatan elaborasi guru:

- Menjelaskan materi tentang *recount text*
- Memberi contoh *recount text*
- Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- Mendiskusikan *generic structure recount text* bersama siswa
- Memberikan sebuah *topic*

- f. Meminta siswa untuk menulis apa yang ada dipikiran mereka tentang *topic* yang telah diberikan
- g. Meminta siswa untuk membuat sebuah teks dalam bentuk *recount*.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai *recount text*
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Teks *recount*

VII. Media Pembelajaran

- 1. papan tulis
- 2. spidol
- 3. Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku : Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- a. Jenis tagihan : Pre-test
- b. Bentuk instrument: Essay
- c. Instrument : Terlampir di bawah ini
- d. Pedoman penilaian

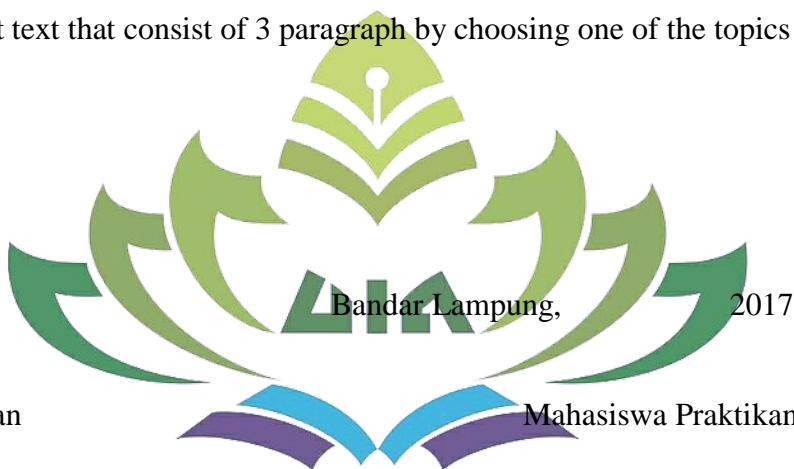
Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan	10

Instrument Pertemuan Pertama:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

1. Birthday party
2. My holiday
3. Terrible day



Elviarni, S.Pd

Arin Rama Saputri

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Mengetahui,
Kepala MTs. Hasanuddin

H. Janim, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah : MTs.HASANUDDIN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Keterampilan Bahasa : *Writing*

Tema/Topik: *Recount text*

Pertemuan ke- : 1 (Control Class)

Alokasi Waktu : 2x40menit (1 pertemuan)

I. Standar kompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i> 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks essai dalam bentuk <i>descriptive</i> dan <i>recount</i> .	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangat kebangsaan, cintatanah air, menghargai prestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masadepan (punya perspektif untuk masadepan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Melengkapi rumpang teks esai pendek berbentuk *descriptive*.
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *recount*.
3. Menulis teks esai dalam bentuk *descriptive* dan *recount*

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consists of optional-closure of events/ending.

c. Example of recount text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home that was very pleasant moment with my family that I ever got.

V. Metode Pembelajaran

Brainstorming Technique

VI. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika masuk ke ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mereview pelajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

Dalam kegiatan elaborasi guru:

- Menjelaskan materi tentang *recount text*
- Memberi contoh *recount text*
- Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- Mendiskusikan *generic structure recount text* bersama siswa
- Memberikan sebuah *topic*



- f. Meminta siswa untuk menulis apa yang ada dipikiran mereka tentang *topic* yang telah diberikan
- g. Meminta siswa untuk membuat sebuah teks dalam bentuk *recount*.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai *recount text*
Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- b. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Teks *recount*

VII. Media Pembelajaran

- 4. papan tulis
- 5. spidol
- 6. Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku :Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- a. Jenis tagihan : Pre-test
- b. Bentuk instrument: Essay
- c. Instrument : Terlampir di bawah ini

d. Pedoman penilaian

Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan	10

Instrument Pertemuan Kedua:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

1. Travelling to the beach
2. Amazing experience
3. Sunday terrible



Bandar Lampung,

2017

Guru Mata Pelajaran

Mahasiswa Praktikan

Elviarni, S.Pd

Arin Rama Saputri

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Mengetahui,
Kepala MTs. Hasanuddin

H. Janim, S.Pd.I

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Madrasah : MTs.HASANUDDIN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Keterampilan Bahasa : *Writing*

Tema/Topik: *Recount text*

Pertemuan ke- : 1 (Control Class)

Alokasi Waktu : 2x40 menit (1 pertemuan)

I. Standarkompetensi

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Melengkapi rumpang teks essai pendek berbentuk <i>descriptive</i> dan <i>recount</i>	Religius, jujur, toleransi, disiplin,

2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> .	kerjasama, mandiri, demokratis, rasa ingintahu, semangat kebangsaan, cintatanah air, menghargai prestasi,
3. Menulis teks esai dalam bentuk <i>descriptive</i> dan <i>recount</i> .	bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

1. Percaya diri (keteguhan hati, optimis).
2. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masa depan (punya perspektif untuk masa depan)

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Melengkapi rumpang teks esai pendek berbentuk *descriptive*.
2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* dan *recount*.
3. Menulis teks esai dalam bentuk *descriptive* dan *recount*

IV. Materi Pembelajaran

a. Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

b. Generic Structure Recount Text

1) Orientation

Tells who was involved, what happened, where the events took place, and when it happened.

2) Events

Tell what happened and in what sequence.

3) Reorientation

Consists of optional-closure of events/ending.

c. Example of recount text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the three sisters and went on the scenic railway. It was scary then mummy and I went shopping with della, we went to some antique shop and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home that was very pleasant moment with my family that I ever got.

V. Metode Pembelajaran

Brainstorming Technique

VI. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika masuk ke ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mereview pelajaran sebelumnya

Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Bertanya kepada siswa apa yang mereka ketahui tentang *recount text*

Elaborasi

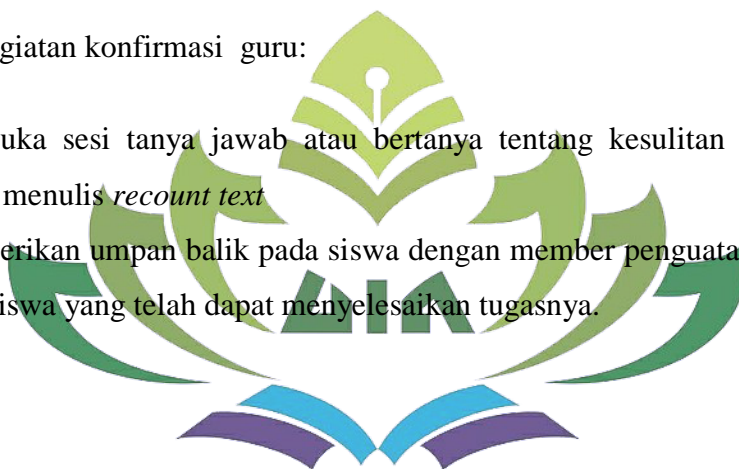
Dalam kegiatan elaborasi guru:

- a. Menjelaskan materi tentang *recount text*
- b. Memberi contoh *recount text*
- c. Meminta siswa untuk mengidentifikasi *generic structure* pada *recount text*
- d. Mendiskusikan *generic structure recount text* bersama siswa
- e. Memberikan sebuah *topic*
- f. Meminta siswa untuk menulis apa yang ada dipikiran mereka tentang *topic* yang telah diberikan
- g. Meminta siswa untuk membuat sebuah teks dalam bentuk *recount*.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- a. Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis *recount text*
- b. Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.



Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai *recount text*
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Teks *recount*

VII. Media Pembelajaran

7. papan tulis
8. spidol
9. Buku teks yang relevan

VIII. Sumber Pembelajaran

Buku :Bahan Ajar Bahasa Inggris mengenai *recount text*

IX. Penilaian

- Jenis tagihan : Pre-test
- Bentuk instrument: Essay
- Instrument : Terlampir di bawah ini
- Pedoman penilaian

Kemampuan siswa dalam membuat *recount text* berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan.	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan	10

Instrument Pertemuan ketiga:

Make short recount text that consist of 3 paragraph by choosing one of the topics below:

- My terrible experience
- Happy holiday
- Unforgettable experience

Guru Mata Pelajaran

Mahasiswa Praktikan

Elviarni, S.Pd

Arin Rama Saputri

NPM:1311040159

Mengetahui,
Kepala MTs. Hasanuddin

H. Janim, S.Pd.I



Appendix 1

**THE RESULT OF INTERVIEW THE ENGLISH TEACHER
IN THE PRELIMINARY RESEARCH**

NO	Question	Answer	Conclusion
1	Technique apa yang biasa Mis terap kan di dalam kelas untuk mengajar Bahasa Inggris terutama menulis (writing) ?	Untuk sejauh ini saya tidak menggunakan technique khusus dalam pengajaran bahasa Inggris di kelas VIII (delapan) terutama menulis.	Guru tidak memiliki technique khusus yang diterapkan saat mengajar di kelas VIII (delapan) di MTs. Hasanuddin Teluk Betung Bandar Lampung.
2	Bagaimana prosedur technique yang Mis terapkan tersebut ?	Prosedure nya pertama saya menulis materi di papan tulis, kemudian saya menjelaskan materi tersebut, setelah siswa paham saya memberikan sebuah topic kemudian meminta siswa menulis apa yang mereka pikirkan tentang tersebut dan membuatnya menjadi sebuah text	Guru menulis materi, setelah itu menjelaskan, kemudian memberikan sebuah topic dan meminta siswa membuat text dari topic.

3	Adakah kesulitan kesulitan yang sering Mis alami ketika mengajar bahasa inggris khususnya wrting dengan technique yang Mis terapkan didalam kelas ?	Kesulitan pasti ada, seperti ketika saya sedang menjelaskan siswa ada yang ribut sendiri, tidak hanya itu banyak dari mereka yang susah memahami materi yang diberikan.	Faktor utama dari kesulitan guru mengajar adalah Banyak siswa yang bermain-main dan tidak mau berusaha lebih giat lagi.
4	Menurut Mis Apakah dengan technique yang Mis terapkan kemampuan menulis Siswa/i meningkat lebih baik ?	Menurut saya kemampuan menulis siswa/i masih sangat kurang dan belum meningkat begitu baik.	Kemampuan menulis siswa masih sangat kurang.
5	Sejauh ini bagaimana Penilaian Mis tentang kemampuan menulis siswa/i didalam kelas ?	Saya menilai Siswa/i yang memang aktif dikelas, sudah sedikit lumayan pemahaman mereka tetapi lebih banyak yang tidak mampu memahami, itu saya buktikan ketika saya mengoreksi tugas-tugas mereka karena setiap saya memberikan tugas lebih banyak yang mendapatkan nilainya kecil dibandingkan nilai yang tinggi.	Nilai bahasa inggris khususnya writing siswa masih rendah.

Appendix 2

**THE RESULT OF INTERVIEW WITH THE STUDENT
IN THE PRELIMINARY RESEARCH**

VIII A

NO	Nama Siswa dan Question	Answer	Conclusion
1	Ririn: Apakah kamu menyukai pelajaran bahasa inggris, khususnya writing atau menulis?	Saya kurang menyukai pelajaran bahasa inggris, karena susah menulisnya	Kurang menyukai pelajaran bahasa inggris
	Apa yang membuat kamu kesulitan dalam materi writing atau menulis?	Yang membuat saya kesulitan Karna ada grammar dan vocabulary yang kurang saya pahami jadi susah ketika ingin menulis	Kurangnya pemahaman grammar serta kurangnya kosakata bahasa inggris
	Apakah Mis Elvi mengajar bahasa inggris menyenangkan?	Iya Mis Elvi mengajar menyenangkan.	Mis Elvi mengajar menyenangkan.
	Bagaimana perasaan kalian didalam kelas ketika belajar bahasa inggris dengan Mis Elvi ?	Enak, yang bikin tidak enak itu ketika disuruh menghafal vocabulary.	Perasaannya di dalam kelas senang tapi tidak jika disuruh menghafal.
	Bagaiman cara Mis Elvi mengajar writing atau menulis?	Cara mengajarnya, berdiri dan memberikan penjelasan.	Memberikan penjelasan dengan cara berdiri.
2	Hafiz	Saya tidak menyukai pelajaran bahasa inggris khususnya writing, karena sangat melelahkan.	Da tidak menyukai bahasa inggris khususnya writing.

		Yang membuat saya kesulitan dalam materi menulis hurufnya susah.	Dia kesulitan karena hurufnya susah.
		Ya Mis Elvi mengajarnya menyenangkan, kadang-kadang.	Mis Elvi mengajarnya menyenangkan, kadang-kadang.
		Perasaan saya di dalam kelas senang tapi ngantuk. Cara Mis Elvi mengajar di tulis di papan tulis.	Dia merasa senang ketika belajar bahasa inggris, tapi ngantuk. Menulis di papan tulis.
3	Anisa	Kadang-kadang kalau lagi semangat belajar saya suka, kalau lagi malas, ya saya tidak suka.	Dia suka bahasa inggris tergantung moodnya.
		Yang membuat saya kesulitan adalah kurangnya kosa kata yang saya miliki.	Dia kurang memiliki kosa kata.
		Ya, Mis Elvi mengajarnya lumayan menyenangkan.	Mis Elvi mengajarnya lumayan menyenangkan
		Kadang perasaan saya males, ngantuk, senang.	Dia merasa males, ngantuk dan senang ketika belajar bahasa inggris.
		Caranya menulis di papan tulis.	Menulis di papan tulis kemudian menjelaskan.
4	Fadilah	Iya, saya suka pelajaran bahasa inggris	Dia menyukai bahasa inggris.

		Kesulitannya, ketika menulis kata-katanya suka tertukar atau terbalik.	Dia kesulitan karena kata-katanya suka tertukar.
		Iya, Mis elvi mengajarnya menyenangkan.	Mis Elvi mengajarnya menyenangkan
		Perasaan saya sangat seru dan asik.	Dia merasa seru dan asik ketika belajar bahasa inggris.
		Caranya di tulis di papan tulis kemudian menjelaskan.	Menulis di papan tulis kemudian menjelaskan.
5	Lisda	Ya saya suka pelajaran bahasa inggris tapi tidak suka kalau di suruh menulis	Sua bahasa inggris tapi tidak kalau disuruh menulis.
		Yang membuat saya kesulitan adalah bahasanya sulit.	Dia merasa kesulitan karena bahasanya sulit.
		Iya Mis Elvi mengajarnya lumayan menyenangkan.	Mis Elvi mengajarnya lumayan menyenangkan.
		Perasaan saya di dalam kelas senang.	Dia merasa senang ketika belajar bahasa inggris.
		Caranya di tulis kemudian di jelaskan.	Caranya menulis di papan tulis kemudian menjelaskan.

VIII B

NO	Nama Siswa dan Question	Answer	Conclusion
1	Nabila: Apakah kamu menyukai pelajaran bahasa inggris, khususnya writing atau menulis?	Iya saya sedikit menyukai pelajaran bahasa inggris.	Dia sedikit menyukai bahasa inggris.
	Apa yang membuat kamu kesulitan dalam materi writing atau menulis?	Kesulitannya ketika mau menulis susah cara menulis bahasa inggrisnya	Dia tidak tahu tulisan bahasa inggrisnya ketika mau menulis.
	Apakah Mis Elvi mengajar bahasa inggris menyenangkan?	Iya mis Elvi mengajarnya menyenangkan.	Mis Elvi mengajarnya menyenangkan.
	Bagaimana perasaan kalian didalam kelas ketika belajar bahasa inggris dengan Mis Elvi ?	Perasaan saya agak sedikit senang.	Dia merasa agak sedikit senang ketika belajar bahasa inggris.
	Bagaiman cara Mis Elvi mengajar writing atau menulis?	Di tulis lalu di jeskan kemudian di suruh nulis	Caranya menulis di papan tulis kmudian menjelaskan.
2	Tio	Iya, saya suka pelajaran bahasa inggris tapi tidak suka menulis	Dia suka bahasa inggris tapi tidak suka menulis
		Kesulitan saya, saya bingung apa yang mau saya tulis	Dia bingung apa yang akan dia tulis.
		Mis mengajarnya menyenangkan, tapi kadang-kadang Mis nya marah	Mis Elvi mengajarnya menyenangkan, walaupun terkadang dia marah.

		Perasaan saya enak dan suka.	Dia merasa senang ketika belajar bahasa inggris.
		Caranya berdiri dan menjelaskan.	Menjelaskan materi dengan cara berdiri.
3	Fajar	Saya tidak menyukai pelajaran bahasa inggris apalagi menulis.	Dia tidak menyukai pelajaran bahasa inggris.
		Yang membuat saya kesulitan adalah hurufnya.	Kesulitan dengan hurufnya.
		Iya, mengajarnya menyenangkan.	Mis Elvi mengajarnya menyenangkan.
		Perasaan saya senang.	Dia merasa senang ketika belajar bahasa inggris.
		Caranya menulis lalu di jelaskan.	Menulis di papan tulis kemudian menjelaskan.
4	Indra	Kadang-kadang saya suka.	Terkadang iya menyukai bahasa inggris
		Yang membuat saya kesulitan adalah tidak tahu hurufnya.	Kesulitan karena tidak tahu hurufnya.
		Iya Mis mengajarnya menyenangkan	Mis Elvi mengajarnya menyenangkan.
		Peasaan saya tidak terlalu senang.	Dia merasa tidak terlalu senang ketika belajar bahasa inggris.
		Caranya berdiri dan menjelaskan.	Menjelaskan dengan cara berdiri.
5	Larasati	Aku suka bahasa inggris ketika aku paham	Suka bahasa inggris ketika paham.

		Kesulitannya adalah bahasanya susah	Dia mengalami kesulitan karena bahasanya susah.
		Iya Mis mengajarnya lumayan menyenangkan.	Mis Elvi mengajarnya lumayan menyenangkan.
		Perasaan saya di dalam kelas ngantuk	Dia merasa mengantuk ketika belajar bahasa inggris.
		Di tulis, di jelaskan lalu disuruh menulis.	Menulis dipapan tulis kemudian menjelaskan setelah itu memberi tugas



*Appendix 22***Result Pre Test in Experimnetal Class****Statistics****PRETEST**

N	Valid	22
	Missing	0
Mean		60.30
Std. Error of Mean		1.311
Median		61.00
Mode		62
Std. Deviation		6.148
Variance		37.801
Skewness		.487
Std. Error of Skewness		.491
Kurtosis		-.809
Std. Error of Kurtosis		.953
Range		20
Minimum		52
Maximum		72
Sum		1326

Result Pre Test in control class

Statistics

PRETEST

N	Valid	23
	Missing	0
Mean		59.72
Std. Error of Mean		1.092
Median		59.00
Mode		55 ^a
Std. Deviation		5.239
Variance		27.451
Skewness		-.027
Std. Error of Skewness		.481
Kurtosis		-.139
Std. Error of Kurtosis		.935
Range		22
Minimum		48
Maximum		70
Sum		1374

Appendix 23

Result Post Test in Experimental

Statistics

POSTTEST

N	Valid	22
	Missing	0
Mean		77.30
Std. Error of Mean		.945
Median		77.50
Mode		76 ^a
Std. Deviation		4.434
Variance		19.659
Skewness		-.934
Std. Error of Skewness		.491
Kurtosis		1.811
Std. Error of Kurtosis		.953
Range		20
Minimum		65
Maximum		85
Sum		1700

a. Multiple modes exist. The smallest value is shown

Result Post Test in Control Class

Statistics

POSTTEST

N	Valid	23
	Missing	0
Mean		71.02
Std. Error of Mean		1.253
Median		71.00
Mode		60 ^a
Std. Deviation		6.008
Variance		36.102
Skewness		-.027
Std. Error of Skewness		.481
Kurtosis		-.706
Std. Error of Kurtosis		.935
Range		20
Minimum		60
Maximum		80
Sum		1634

a. Multiple modes exist. The smallest value is shown

Appendix 21

Result of Readability

No	Students' Code	Scale					Total	Average
		1	2	3	4	5		
1	T-1	1	1	2	2	2	8	1.6
2	T-2	1	1	1	2	2	7	1.4
3	T-3	1	1	2	3	2	9	1.8
4	T-4	1	2	2	4	4	13	2.6
5	T-5	1	1	1	3	2	8	1.6
6	T-6	2	2	2	3	2	11	2.2
7	T-7	1	1	3	3	3	11	2.2
8	T-8	1	1	3	3	3	11	2.2
9	T-9	1	2	1	4	2	10	2
10	T-10	1	1	2	3	2	9	1.8
11	T-11	1	1	1	2	2	7	1.4
12	T-12	1	1	2	2	3	9	1.8
13	T-13	1	3	2	4	3	13	2.6
14	T-14	2	1	2	3	2	10	2
15	T-15	1	1	2	2	4	10	2
16	T-16	1	2	2	3	2	10	2
17	T-17	1	2	2	3	3	11	2.2
18	T-18	2	2	2	2	2	10	2
19	T-19	1	2	2	3	2	10	2
20	T-20	1	1	2	3	2	9	1.8
21	T-21	2	2	2	3	3	12	2.4
22	T-22	2	2	3	3	3	13	2.6
23	T-23	1	1	1	2	2	7	1.4
24	T-24	1	1	1	2	5	10	2
25	T-25	2	2	2	3	3	12	2.4
26	T-26	2	1	2	3	2	10	2
Total Mean								52
Mean								2

Appendix 13**Score Pre Test Experimental Class**

No	Code	Content		organization		Vocabulary		language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E -1	12	11	13	10	11	11	13	12	7	8	56	52	54
2	E -2	12	10	11	10	12	12	13	14	6	5	54	51	52.5
3	E -3	12	13	12	11	14	13	17	16	7	6	62	59	60.5
4	E -4	14	13	14	13	14	13	15	15	7	7	64	59	61.5
5	E -5	13	12	14	12	11	11	13	12	6	6	57	53	55
6	E -6	13	12	14	11	12	11	14	14	7	6	60	54	57
7	E -7	15	16	16	15	15	14	18	16	8	8	72	69	72.5
8	E -8	14	14	14	14	13	12	20	22	8	8	70	69	69.5
9	E -9	13	13	14	12	14	13	15	16	7	7	63	61	62
10	E -10	12	11	12	11	11	10	13	12	7	8	55	52	53.5
11	E -11	10	9	11	8	12	11	15	17	6	5	54	50	52
12	E -12	14	14	14	14	13	12	20	18	7	8	68	66	67
13	E -13	14	12	13	12	14	13	15	14	8	8	64	59	61.5
14	E -14	15	14	14	13	15	15	18	18	8	7	70	67	68.5
15	E -15	13	12	13	12	12	13	17	15	8	8	64	60	62
16	E -16	13	12	12	12	12	12	18	17	8	8	63	61	62
17	E -17	14	14	14	13	12	11	16	15	8	7	64	60	62
18	E -18	12	11	12	11	12	12	11	13	7	7	54	54	54
19	E -19	13	11	13	13	12	12	14	13	7	7	59	56	57.5
20	E -20	12	11	12	11	12	11	15	15	7	7	58	55	56.5
21	E -21	15	15	15	16	16	15	20	18	6	6	72	68	70
22	E -22	12	11	12	11	11	10	15	16	7	6	57	54	55.5
total		287	271	289	265	280	267	345	338	157	153	1359	1290	1326.5

Appendix 14**Score Pre-test control Class**

No	Code	Content		Organization		Vocabulary		language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C -1	14	13	13	14	12	12	17	17	8	8	64	64	64
2	C -2	13	11	14	13	12	12	14	13	8	8	61	57	59
3	C -3	13	14	13	12	15	13	17	15	8	8	66	62	64
4	C -4	15	13	13	14	14	12	17	14	8	7	67	60	63.5
5	C -5	14	14	14	11	12	11	12	13	8	8	61	57	59
6	C -6	11	11	12	11	11	10	15	14	6	6	55	52	53.5
7	C -7	14	13	14	11	13	14	17	16	7	6	65	60	62.5
8	C -8	12	12	10	9	10	10	12	10	6	6	50	47	48.5
9	C -9	12	13	12	13	10	11	12	13	7	6	53	56	54.5
10	C -10	12	11	13	11	12	12	15	13	6	5	58	52	55
11	C -11	12	13	13	13	13	12	17	15	7	7	63	60	61.5
12	C -12	13	12	12	12	11	11	18	17	6	5	60	57	58.5
13	C -13	15	16	14	12	12	12	21	19	8	9	70	68	69
14	C -14	16	17	16	15	14	12	18	16	8	8	72	68	70
15	C -15	14	13	14	13	13	12	15	14	8	7	64	59	61.5
16	C -16	11	12	13	10	11	10	13	11	7	8	55	51	53
17	C -17	12	11	13	12	10	8	17	18	7	8	59	57	58
18	C -18	14	13	13	14	14	15	17	15	7	8	65	65	65
19	C -19	12	10	12	11	10	11	15	17	7	6	57	54	55.5
20	C -20	14	12	14	12	12	10	15	15	6	7	61	56	58.5
21	C -21	15	14	12	11	13	11	17	15	8	8	65	59	62
22	C -22	12	11	13	11	11	12	14	13	7	6	57	53	55
23	C -23	12	11	12	13	13	12	18	19	7	8	61	57	62.5
total		288	277	286	264	266	253	346	325	157	155	1345	1267	1309.5

Appendix 15**Score post test in Experimental Class**

	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E – 1	15	14	16	15	15	16	22	23	8	7	76	75	75.5
2	E – 2	14	15	17	16	17	16	23	22	8	7	79	76	77.5
3	E – 3	16	16	16	16	17	17	23	23	8	8	80	80	80
4	E – 4	17	16	16	15	16	16	24	23	7	8	80	78	79
5	E – 5	15	15	16	16	16	16	23	23	8	7	78	77	77.5
6	E – 6	18	18	17	17	18	17	24	23	9	9	86	84	85
7	E – 7	14	13	13	13	12	14	17	18	8	8	64	66	65
8	E – 8	14	13	17	16	14	15	16	17	9	8	70	69	69.5
9	E – 9	18	17	16	15	18	19	23	24	7	8	82	83	82.5
10	E – 10	17	16	17	16	17	17	23	23	8	8	82	80	81
11	E – 11	15	14	15	14	15	16	23	23	8	8	76	75	75.5
12	E – 12	16	15	15	15	15	15	23	22	8	8	77	75	76
13	E – 13	16	15	17	17	17	17	23	22	8	8	81	79	80
14	E – 14	14	14	15	15	15	15	23	22	8	8	75	74	74.5
15	E – 15	17	17	16	17	17	17	23	22	9	8	82	81	81.5
16	E – 16	15	15	15	14	15	14	22	21	8	8	75	72	73.5
17	E – 17	16	15	17	16	16	16	23	22	7	8	79	77	78
18	E – 18	15	15	16	16	15	15	23	22	8	8	77	76	76.5
19	E – 19	15	15	14	15	16	15	22	21	9	8	76	74	75
20	E – 20	16	15	16	16	15	15	22	21	8	8	77	75	76
21	E – 21	17	17	16	16	17	17	24	23	9	8	83	81	82
22	E – 22	17	16	16	16	16	16	23	22	9	8	81	78	79.5
Total		347	336	349	342	349	351	492	482	179	174	1716	1685	1700.5

Appendix 16**Score post test in control class**

No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	C - 1	15	16	16	15	15	15	21	22	8	7	76	74	75.5
2	C - 2	10	11	12	9	13	14	17	18	8	8	60	60	60
3	C - 3	15	16	15	14	15	16	23	22	6	8	74	76	80
4	C - 4	15	14	14	15	15	14	18	17	8	8	70	68	79
5	C - 5	15	14	15	15	15	15	21	22	8	8	74	74	77.5
6	C - 6	16	16	15	16	14	15	17	16	8	7	70	70	70
7	C - 7	17	16	17	17	16	16	23	23	7	8	80	80	80
8	C - 8	16	15	15	14	15	14	20	19	8	8	74	70	72
9	C - 9	14	13	14	13	14	14	17	16	8	6	67	62	64.5
10	C - 10	15	14	14	14	14	13	18	17	8	8	69	66	67.5
11	C - 11	14	13	14	13	15	14	19	18	8	8	70	66	68
12	C - 12	15	14	15	15	15	15	19	18	8	8	72	70	71
13	C - 13	16	15	15	14	14	14	20	20	8	7	73	70	71.5
14	C - 14	15	15	15	14	14	14	20	19	8	8	72	70	71
15	C - 15	14	13	14	13	12	13	20	19	8	7	68	65	66.5
16	C - 16	11	10	12	9	13	14	17	18	8	8	60	60	60
17	C - 17	14	13	14	13	14	14	21	20	8	8	71	68	69.5
18	C - 18	16	17	16	15	15	15	23	23	8	8	78	78	78
19	C - 19	14	13	14	13	15	14	17	17	8	7	68	64	66
20	C - 20	14	13	14	13	14	13	18	17	8	8	68	64	66
21	C - 21	15	14	15	14	16	15	20	19	7	8	73	70	71.5
22	C - 22	13	14	13	14	14	14	18	17	8	8	66	67	79.5
23	C - 23	14	12	15	14	15	16	18	19	8	7	70	68	69
total		318	305	317	287	317	316	424	414	172	169	1547	1506	1558

*Appendix 11***The Students' Name in Experimental Class**

No	Students' Name	Gender	Code
1	AK	M	E-1
2	AI	M	E-2
3	AS	M	E-3
4	DF	M	E-4
5	ES	M	E-5
6	MZ	M	E-6
7	K	F	E-7
8	LS	F	E-8
9	LR	F	E-9
10	L	F	E-10
11	MF	M	E-11
12	MU	M	E-12
13	MT	M	E-13
14	MI	M	E-14
15	NF	M	E-15
16	NA	F	E-16
17	NN	F	E-17
18	NP	M	E-18
19	RA	M	E-19
20	SN	F	E-20
21	SR	F	E-21
22	K	F	E-22

*Appendix 12***Students' Name In Control Class**

No	Students	Gender	Code
1	A	M	C -1
2	MA	M	C -2
3	AS	M	C -3
4	AZ	M	C -4
5	AW	F	C -5
6	AN	F	C -6
7	DA	M	C -7
8	DS	F	C -8
9	F	M	C -9
10	FA	M	C -10
11	HA	M	C -11
12	MJ	M	C -12
13	MJ	M	C -13
14	LA	F	C -14
15	N	F	C -15
16	M	F	C -16
17	MZ	M	C -17
18	NA	F	C -18
19	NR	F	C -19
20	RS	F	C -20
21	RS	F	C -21
22	SH	M	C -22
23	TR	F	C -23

*Appendix 18***The Result Homogeneity Test****Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
pre	.750	1	43	.391
post	2.217	1	43	.144



Appendix 17

The Result Normality Test of the Experimental Class and Control Class

CLASS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.128	22	.200 [*]	.944	22	.239
	Control	.131	23	.200 [*]	.943	23	.207

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.



*Appendix 19***The Result of Independent Sample Test****Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai	Equal variances assumed	2.217	.144	3.971	43	.000	6.274	1.580	3.087	9.460
	Equal variances not assumed			3.997	40.446	.000	6.274	1.569	3.103	9.445



*Appendix 20***The Result of Reliability post test****Reliability Statistics**

Cronbach's Alpha	N of Items
.887	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CONTENTR1	138.82	61.584	.775	.865
CONTENTR2	139.32	59.656	.878	.857
ORGANIZATIONR1	138.73	68.589	.522	.882
ORGANIZATIONR2	139.05	67.474	.611	.878
VOCABULARYR1	138.73	57.255	.924	.851
VOCABULARYR2	138.64	62.909	.770	.866
LANGUAGER1	132.23	53.708	.719	.876
LANGUAGER2	132.68	57.846	.731	.868
MECHANICSR1	146.45	78.831	-.053	.904
MECHANICSR2	146.68	77.084	.183	.896